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GUIDANCE  
IN THE  
SECONDARY  
SCHOOL

APPLETON-CENTURY SERIES  
IN ADMINISTRATION

EDITED BY

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# GUIDANCE

IN THE SECONDARY SCHOOL

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## PREFACE

*Guidance* is a term appearing with increasing frequency in educational literature and as a topic of discussion at meetings of professional organizations. Some writers and speakers use the term *guidance* synonymously with the term *education*; others identify and characterize as guidance only those activities that are concerned with the vocational aspects of life. Although administrators and teachers in the secondary school are often confused by the lack of a clear concept of guidance, they are even more uncertain as to what constitutes an adequate program of guidance in their own schools. Out of a background of public-school experience and a continuing interest in and contact with the work-a-day problems of the modern secondary school, the authors have attempted both to clarify the working principles of guidance and to suggest how such principles apply in typical school situations. Guidance is conceived as the process of aiding pupils both in their present adjustments and in their intelligent planning for the future. The guidance services suggested in this book begin with the study of pupils and consider the school's complete responsibility toward pupils from that of aiding them to make a good beginning, to that of following them up after they have completed their secondary schooling. Major emphasis is given to the teacher's part in the guidance of pupils through such agencies as the classroom, the homeroom, the curriculum, the extracurriculum, and the home and community.

This book is designed primarily as a text for the first course in guidance for those preparing for secondary school teaching in universities, colleges, and teachers' colleges. It should also make a major contribution to the in-service education of those already teaching who wish aid in meeting their growing responsibilities for pupil growth and development.

The authors are grateful for aid and encouragement given them in the preparation of this volume by the challenging, friendly contacts with a host of students, the intellectual stimulation of fellow faculty members in the School of Education, and the financial as-

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S. A. H.

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## EDITORS' INTRODUCTION

The recent country-wide emphasis placed upon the importance of educational guidance has elevated it to a place among the major problems of public-school administration. Within the past few years such important investigational agencies as the Commission on Youth Problems of the American Association of School Administrators, the American Youth Commission of the American Council on Education, and the Educational Policies Commission of the National Education Association have asserted that guidance is the central problem in the modernization of the public-school curriculum. As a result of this authoritative emphasis, and also the important contributions made by various agencies definitely dedicated to the promotion of guidance, current interest in the practical aspects of guidance has reached a new height. This is manifest by the large number of practical articles appearing in recent educational journals, the various innovations included in curriculum-building programs, and the research services, special literature, and advisory facilities now available for public-school consumption in the field of guidance.

Much of the above mentioned aid is excellent and distinctly serviceable, particularly in school systems with well organized guidance services. Unfortunately, too little of it is immediately useful to the vast majority of schools in which systematic guidance work is relatively unknown or just beginning to function. It is to the teachers and administrators in this group of schools that the present volume will be a particularly welcome and helpful contribution. The authors of *Guidance in the Secondary School* have sensed the need for a book treating the everyday practical aspects of guidance which would be immediately useful to classroom teachers and secondary-school principals who have had neither advanced training nor extensive experience in the field of guidance. In this connection Hamrin and Erickson conceived a guidance program growing out of the daily studies and activities of the school. Following up this idea, they ferreted out the various aims, techniques, services,

and simpler types of organization which have proved to be most practicable in secondary schools today. These they incorporated into a straightforward account of guidance based on the best of guidance theory and democratic philosophy, but at the same time particularly adapted to the immediate needs of teachers and administrators who might wish to move forward at once into the field of practical guidance, and at the same time lay the basis for developing a more elaborate system of guidance.

The present text, moreover, has been developed for and is especially adapted to beginning college courses in educational guidance. The two authors of *Guidance in the Secondary School* have had wide experience with guidance in action. They have made extended surveys of current guidance practices. They have reanalyzed the literature of guidance in terms of modern social conditions and educational needs. They have taught the materials thus assembled in college courses and refined them by repeated try-outs. The two authors of this book are themselves authoritative writers in the field of guidance. Their present literary treatment, moreover, has been subjected to and modified in accordance with the criticism of guidance authorities. The editors are glad to present this volume as a particularly timely and practical treatment of guidance and an excellent text for a beginning college course in this field.

FRED C. AYER

FRED ENGELHARDT



GUIDANCE  
IN THE  
SECONDARY  
SCHOOL



# Chapter I

## GUIDANCE WITHIN THE SECONDARY SCHOOL

That the secondary school is changing and will continue to change is obvious. The modifications are in large part the result of an effort by school people to adapt an institution to the needs of a school population drawn from economic and social backgrounds very different from those in which the secondary school had its beginning and early growth. One of the most significant changes within the secondary school is the conscious effort to recognize the individual differences of all the pupils and to adapt educational purposes and procedures to fit their individual needs. One increasingly efficient means to this end is guidance or personnel work, terms used synonymously throughout the book. In this chapter the meaning of guidance will be clarified; factors contributing to the increased emphasis on this aspect of the school's work will be discussed; and evidence of the need for it will be offered. From this beginning the authors will attempt to set forth a tenable concept of guidance for the modern secondary school. These topics will be followed by an introduction to the functions of the teacher as a guidance worker, and an intelligently functioning guidance program will be presented as an illustration of what may be done through the coöperative, well-informed efforts of interested teachers. The authors believe that careful study of this material will prepare the reader for understanding the significance of the practical suggestions included in succeeding chapters.

### THE MEANING OF GUIDANCE OR PERSONNEL WORK

Guidance in the secondary school refers to that aspect of the educational program which is concerned especially with helping

the pupil to become adjusted to his present situation and to plan his future in line with his interests, abilities, and social needs. The entire school program today is complex; personnel work attempts to simplify it for the individual pupil. It acts as the unifying agency for the individual in his school career. Guidance or personnel work represents an organized effort on the part of the school, equipped with both a knowledge of the pupil and information as to opportunities of an educational, a social, and a vocational character, to help the individual pupil become adjusted to his present situation in such a way as to provide the greatest development for him and to aid him in planning for his future. A school man in attempting to help a parent understand the place of guidance or personnel work in the complete program of education suggested that its function was "to help Johnny see through himself and then to assist him in seeing himself through."

It will be noted that this interpretation does away with the division of guidance into that which is educational and that which is vocational in character. Rather, guidance or personnel work provides a means by which pupils are helped to make progress through their educational careers and to plan for successful careers and well-rounded lives.

Like many other movements, guidance has passed through various stages of emphasis in its development. In the earliest stage it was looked upon as a cure for much of the maladjustment evident in the school life of the pupil and in his later vocational life. Soon, however, the emphasis was changed from that of cure to that of prevention. Much failure, it was found, could be averted by preparing the pupil for both present and future adjustment. The highest stage, and one which is being accepted increasingly, is that the goal of guidance should be not only to cure and to prevent maladjustment but also to make it more nearly possible for every pupil to achieve the most complete, satisfying life possible, both in school and in post-school days. The all-round wholesome growth and development

of every pupil is a real challenge to those interested in guidance and personnel work.

### *Responsibilities of Guidance Work*

In order to have a clear concept of the function of personnel work in the secondary school it may be well to present the ways in which the guidance program assists students:

1. It attempts to help the students learn of their present educational opportunities.
2. It strives to help them become adjusted to their present educational situation.
3. It endeavors to help them learn more of themselves, their interests, abilities, possibilities, and limitations.
4. It aids them to learn of possible future educational and vocational opportunities.
5. It assists them to plan wisely, both for the immediate present and for the future, by stimulating them to relate themselves in their thinking to possible educational and vocational opportunities.
6. It tries to help them become adjusted to their new environment whether it be in school or at work after they have left the educational unit with which they have been connected.

In order to be of assistance to the pupils in the ways outlined above, it is necessary for those concerned with such guidance or personnel functions to perform the following activities:

1. Secure information about the pupils.
2. Secure information about educational and vocational opportunities.
3. Give the pupils information about their educational and vocational opportunities.
4. Give pupils information about themselves through group methods and by means of individual counseling.
5. Stimulate pupils to relate themselves in their thinking to these educational and vocational opportunities.
6. Follow up the pupils after they leave the institution in order to be of help both to the pupil individually, and, through the information thus acquired, to other students coming thereafter.

Based upon a philosophy of regard for the individual pupil, guidance must be concerned with his growth and development



in all areas of life. In carrying out such a program, there is need for devoting attention to the individual and to the situation, but primary attention must be given to the individual-in-the-situation. This implies research activities on the basis of intelligent action. Many times maladjustments may be averted or cured by changing the situation of the individual concerned. This is as much a part of the guidance program as those activities having to do with helping the individual to adjust to various situations. Some of the activities thus appear to be direct services to the individual, whereas others are more indirect; frequently they are equally important. The coördination and integration of all of these activities and services for the benefit of the individual and of society are major guidance responsibilities of the head of the individual school.

We should expect students who have had the benefit of guidance services to be better adjusted in the secondary school and to make their later adjustments more satisfactorily than those not having had these privileges. In schools having a guidance program, the plans of students should be more in line with their interests, abilities, and social needs than the plans of those not given these advantages.

### *Results to Be Expected*

Rosecrance presents the results to be expected from a program of such services for an entire school system from the viewpoints of both present and future adjustments:<sup>1</sup>

As far as present adjustment is concerned we should expect at least nine results:

- a. Fewer pupils dropping out of school
- b. Increase in standard of scholarship, because more people will be working to their full capacity
- c. Increase in pupil successes; fewer subject failures and withdrawals
- d. Better morale in the student body, as the pupils realize the

<sup>1</sup> F. C. Rosecrance, "Organizing Guidance for the Larger School System," *The Vocational Guidance Magazine*, Vol. 9, March, 1931, p. 248.

friendly interest of the school in their present and future progress

- c.* Reduction in the amount of retardation and probably an increase in percentage of acceleration
- f.* Fewer misfits because of unwise selection of courses of study
- g.* Better all-round school life
- h.* Fewer personality or social maladjustments
- i.* Pupils who are better able to guide themselves

As far as future adjustment is concerned, we may look for:

- a.* Fewer misfits in higher institutions of learning
- b.* Less waste in getting and keeping a permanent job
- c.* Fewer occupation misfits
- d.* Better citizenship in the community

These expected results of an intelligently functioning guidance program suggest positive benefits, not only to the pupils themselves but to many aspects of their educational and social environments as well.

#### EVIDENCE OF THE NEED OF PERSONNEL WORK

The factors contributing to an increased need for a changed secondary school will be discussed in the next chapter and although these reflect, in general, the same conditions that necessitate more attention to the personnel needs of students, this material will not be presented here. Suffice it to say that changes in the economic and social life and in the school situation furnish significant reasons for personnel and guidance work.

Although it may be reasoned (as suggested above) that there is an increased need for guidance today, it may not be amiss to present briefly opinions and evidences to substantiate this claim. Such attestations will be concerned with three points: the present maladjustment of students, the present lack of intelligent planning on the part of students, and the prevalence of pseudo-science in this field.

### *The Present Maladjustment of Students*

Reavis indicates some of the problems of secondary-school pupils which, when unsolved, make for maladjustment.<sup>2</sup>

The needs of the youth of high school age for guidance are both many and varied. On account of the stage in his development physical, mental, and social changes may occur which baffle his understanding. The high school age is commonly regarded as a period of great importance in the life of the youth because of the adjustments which must be made. Problems that have to do with the intellectual and physical development, choice of companions, social activities, and the formation of right social attitudes must be met and solved. The school is required to understand the needs of its young people and to provide the guidance services which the pupils as individuals require.

There are many writers in the field of secondary education who maintain that the high schools are failing to meet these guidance responsibilities. This point of view is expressed by Hildreth.<sup>3</sup>

The futility of trying to modify the behavior of young children in certain specified directions without taking account of the ability, needs, interests, and desires of the pupils themselves, or of the laws by which modifications most readily and economically take place, has been demonstrated since the time of the first "school failure." The extravagant waste in the education of repeaters and particularly of mental defectives, the ill-adapted preparation of the child who drops out of school as soon as the law allows, the failure to conserve and utilize the talent of the gifted, the negligence and ignorance shown in the treatment of the unstable child, the blunders of mass instruction, all indicate the inadequacy of many educational institutions in meeting pupil and social needs.

Another writer says:<sup>4</sup>

<sup>2</sup> William C. Reavis, *Programs of Guidance*, National Survey of Secondary Education, Monograph No. 14 (Washington, D. C., United States Government Printing Office, 1933), p. 3.

<sup>3</sup> Gertrude Hildreth, *Psychological Service for School Problems* (Yonkers-on-Hudson, N. Y., World Book Co., 1930), p. 2.

<sup>4</sup> Clara Bassett, "School Success, an Element in Mental Health," *Journal of the National Education Association*, Vol. 20, January, 1931, p. 16.

Misplacement and failure in school and the demands of a school program unsuited to the needs and abilities of individual children often result in general nervous tension, restlessness, stuttering, a chronic psychological mood of depression, a keen sense of failure and unworthiness, and habits of failure which are likely to handicap the child for life. . . . Depriving children of praise, approval, and encouragement and exposing them to repeated failures may permanently warp their personalities and outlook on life and may even result in mental disease.

A study by Hill of the educational status of 1,500 young reformatory inmates indicated that the average inmate is retarded in school progress from one to two years.<sup>5</sup>

Failure in school subjects and retardation seem to be more common among the inmate group than one would expect from an unselected school group.

. . . . .

Facts regarding school adjustment of this group seem to indicate that the inmates were commonly more poorly adjusted in school than one would expect in a general school group. It would appear that the school has a special responsibility in dealing with failing and retarded boys, from whose ranks the inmates of the reformatory seem to be rather commonly recruited.

### *The Present Lack of Intelligent Planning*

That many educational and vocational choices are made without adequate intelligent consideration has been known for some time. Recent studies not only corroborate this belief but make planning appear even less systematic and purposeful than had been suspected.

Excerpts from an unpublished, mimeographed report of the State Board of Education, Richmond, Virginia, entitled "A Guidance Study of 2,400 College Freshmen from High Schools and Preparatory Schools in Virginia," show the lack of planning on the part of college freshmen.

<sup>5</sup> George E. Hill, "Educational Progress and Achievement of Reformatory Inmates," *Educational Trends* (School of Education, Northwestern University), January, 1933, pp. 26, 27.

It is a known fact by those connected with our colleges in Virginia that a great many students enter the various courses with but little idea of the field of work they are entering, and with little or no knowledge of their individual fitness for it. This is one reason why the student mortality in the freshman year in most of our college courses is quite high. We realize that it is an expensive lesson for young people to spend their valuable time and money in pursuing a course only to find that it is not the right course for them, or that they do not possess the qualifications necessary for that particular vocation.

The education of the parents of these students would indicate that the students do not come entirely from the highly cultured class, but mostly from homes of the average class of educational training. It is interesting to note that only 33 per cent of the mothers and fathers had any training in college work.

What are the reasons given by the students for selecting their courses? The answers to this question are undoubtedly important from a guidance standpoint. The results of this question are given in the following table:

	<i>Per Cent</i>
Independent self-decision .....	71.7
Family influence .....	31.5
Advice of high school principal or teachers .....	12.0
Advice of college professors .....	5.1
Influence of fraternities, alumni, etc. ....	2.7
Influence of college students .....	8.9
Influence of previous work .....	11.2
Publicity of course by college .....	2.3
To earn a good living .....	31.1
Vague desire to go to college .....	10.1
Financial reasons .....	7.8

It must be concluded from the above study that but little vocational guidance service was furnished the students in the high schools, for only 12 per cent indicated that the principal or teacher gave any help or advice in the selection of the particular course. We can easily see that our high schools have not been functioning as they should in providing the proper counseling and advice to the students. The statements of the students show that in the great majority of cases they feel they have reached the important decision of choice of a career on their own initiative. Just think of the splendid opportunity that our high schools are missing in not offering programs of guidance that would help these students to choose more wisely.



It is noticed that only 23.4 per cent of the students decided on their college courses before their entrance into the high schools. 39.2 per cent of the students made their choice during their last year of high school training, and 37.2 per cent decided to make this important decision after graduation from high school. These percentages are enough to show the need of some form of educational and vocational guidance in the early years of the high schools. The individual who is able to make his choice of life's work while in the high school is certainly in a better position to choose properly his high school courses and electives which will lead to the college course which he has chosen. So often the student finds that he has failed to take a certain subject which is required for entrance in the college he has chosen. Some program of guidance would help to eliminate mistakes of this nature. Such a program would at least supply information that will guide and assist the student, his parents and teachers.

While superintendents, principals and teachers may argue for and against the value of a guidance program in their respective schools, no one can actually know better the value of such a program than former high school students. These young men and women have gone through four years of high school work and have been out long enough to form opinions of their own. 80.4 per cent replied that they would advise their respective high schools to inaugurate a program of guidance. A large number of these made suggestions which they hoped their former principals would include in the program.

To summarize the survey which has been discussed in this article, it is quite evident that many young men and young women enter colleges with but little real knowledge of the course selected, and to what occupations these courses lead. In view of the above facts it seems clear that the high schools should consider ways and means of giving assistance to the student in choosing his career on a more valid basis. This does not imply that there should be any limitation of freedom of choice, but it does mean that study should be given at least to means of supplying information that will guide and assist the student, his parents and his teachers. This is certainly a duty of our high schools.

These quotations selected from the Virginia report show unmistakably the need for personnel work on the part of the high school.

Clara Menger<sup>6</sup> has given considerable attention to the significance of vocational choices of 19,000 school children. Her conclusions indicate that although there was evident a general interest in vocational choice from the third grade through college, the choices were, in general, ill considered and irrational.

In a study entitled "Do College Students Choose Vocations Wisely?" Sparling after a thorough study of the students of Long Island University presents the following conclusions:<sup>7</sup>

1. The majority of the students expect to enter a vocation in which they will have an intelligence handicap: . . .

2. An astonishingly large proportion of students, 37 per cent, are preparing to enter vocations involving subjects in which their grades are low. . . .

3. Of the students who intend to be physicians 50 per cent do not have grades high enough to admit them to a medical school in the United States; of those who intend to be teachers 75 per cent have grades below 80 in the subjects which they intend to teach; of the students who have chosen dentistry 50 per cent will not be able with their present grades to gain entrance to dental schools in New York City.

4. Serious discrepancies exist between the types of work the student likes to do and the types of work required by the chosen vocation.

5. Nearly 75 per cent of the students are failing to take reasonable advantage of the athletic and non-athletic recreations, hobbies, and accomplishments which are most appropriate of the vocations they have chosen to enter. . . .

8. The dearth of information about the professions chosen is striking. Eighty per cent of the students believe they are going to earn more than the average practitioner actually earns. . . . Want of information is further shown by the fact that only 7 per cent have

<sup>6</sup> Clara Menger, *The Significance of Vocational Choice of School Children and College Students* (New York, Privately printed, Correlated Graphic Industries, Inc., 1932).

<sup>7</sup> Edward J. Sparling, *Do College Students Choose Vocations Wisely?* Contributions to Education No. 561 (New York, Bureau of Publications, Teachers College, Columbia University, 1933), pp. 95-96.

the knowledge which enables them to make comprehensive plans for entering their vocations.

9. . . . Seventy per cent are endeavoring to gain entrance to three of the most overcrowded vocations in the United States, and 95 per cent are desiring to enter four of the most overcrowded vocations in the metropolitan area.

### *The Present Extent of Pseudo-Science*

Some of the best evidence as to the need for personnel work is indicated by the prevalence of pseudo-science. The extent of and interest in these pseudo-sciences are somewhat a matter of conjecture, though various estimates are given as to the vast sums expended yearly in such channels. A trip to any large exposition or fair, a glance through the supplements to the Sunday paper, or a perusal of modern magazines reveals that there is interest in many unscientific methods which are entirely lacking in those traits which identify the systematic, the exact, the valid.

Phrenology, discovered in 1815 by Dr. Gall of Vienna, based on a psychology and physiology which have been disproved, has recently been rejuvenated by means of the "psychograph." This is a mechanical device fitting over the head, which purports to list one's strong and weak traits. The machine, composed of over 1,900 parts, is perhaps scientifically constructed as a machine, but it is utterly impossible to measure one's abilities and traits by external measurement of the skull. One hundred years ago phrenology was a fad; today, apparently by means of a machine, it is bidding again for a place.

Astrology is nearly as old as recorded history. It has had countless centuries to prove its value, without avail. Yet nearly every corner drug-store sells horoscopes. Or if you desire, you can get a more personal, more detailed account for a larger expenditure. Astrological readings of eminent people are to be found from time to time in current publications.

Physiognomy, graphology, numerology, palmistry, and all

the other forms of pseudo-science have a following. Some of the believers in these means of divining the present or future may be sincere, whereas others are charlatans. It is surprising that with the increase in general education such means of helping people to make their adjustments and their choices have not been eliminated. The reason may be that in much of past and present education there has been altogether too little concern for helping persons to meet their present problems and to plan intelligently for their futures.

The present maladjustments of many school pupils, the school failures, the eliminations, the plans of students which have been made without regard to facts about themselves or the occupational world, the present craze for many forms of pseudo-science—all these point unmistakably to the need for personnel work for all pupils in the secondary schools.

#### FACTS UPON WHICH PERSONNEL WORK IS BASED

Personnel work has been explained as an attempt to help each individual derive the greatest benefit from both the present and future opportunities provided for him. With this concept in mind it will be well to consider briefly the fundamental assumptions upon which the possibility and desirability of such a program is based. It has been implied in the preceding section that personnel work has a place not only in the secondary school but throughout life. What are the facts behind this belief in the universal need for assistance in adjustment and planning on the part of individuals?

#### *Great Individual Differences Exist Among Persons*

One fact which stands out from investigations of modern psychology and education is that great differences exist among persons. Some of the ways in which people differ can be classed as physical ones, such as height, weight, color of hair, eyes, build, and general health. Again, individuals differ from one another in intelligence or in mental capacities. The economic

and social backgrounds of persons vary tremendously. Sex differences are of some significance in certain aspects of the school situation. Racial and national differences must be taken into account frequently in assisting the pupil in making an adjustment. If human beings were all alike in all aspects, there might be one best school curriculum, one best religion, one best type of education, and but one way to earn a livelihood, perhaps in the most primitive fashion with each individual being economically self-sufficient. Fortunately, however, persons are very unlike, and because they vary one from another, not all individuals can profit by the same educational and vocational situations or opportunities.

### *Different Situations Make Different Demands*

At present, different school situations demand different abilities and interests on the part of students. It is perfectly possible for a pupil to pursue successfully certain subjects in the high school when he would be unsuccessful with other subjects. Leaving the field of secondary education for the moment, it may not be out of place to suggest a fact well known among educators; namely, different institutions of higher learning make quite different demands upon pupils from the standpoint of financial, social, and intellectual resources. Secondary schools should attempt to help students choose those higher institutions at which they can succeed and from which they can derive the greatest good.

Different occupations, and the training preparatory to such occupations, vary tremendously in the demands made upon individuals. Personnel work is interested both in the types of work for which one can be prepared and ways to prepare or fit one for these types of work. Individuals are not destined at birth for certain occupations, nor have they the abilities necessary to succeed in all types of occupations. Personnel work or guidance is interested in helping the individual to plan, choose, and prepare for an occupation in which he may be adjusted and



in which he may contribute both to his own welfare and to that of society.

### *The Individual's Need for Adjustment*

It is to the advantage of both the individual and society to have persons engaged in types of endeavor, educational or vocational, in which they can achieve a modicum of success. This need for adjustment on the part of the individual is well-nigh universal. Give people work at which they can succeed and their problems are greatly lessened.

Today a high school has not fulfilled its responsibility when it provides high-grade instruction in an appropriate curriculum. This is necessary, but the school must also be responsible for effecting an adjustment between the student and the curriculum so that each student during his high-school life will enjoy educational opportunities geared to his interests as well as to his capacity to learn.

### *Persons Are Educable*

Although, as pointed out earlier, guidance and education are not synonymous, nevertheless guidance is based upon the educability of persons. If original nature were fixed and incapable of being modified, there would be no need for education, and, consequently no need for guidance. Although it is frequently said that, "you can't change human nature," such is not the case. Human nature is constantly changing. "The central problem of education is the transformation of original, animal nature into human, civilized nature."<sup>8</sup>

Because the school is a social institution, it has become necessary for it to give assistance to the individual student both in making his adjustments to this man-made establishment and in planning for his future. If all of one's powers were fixed in particular molds by nature, there would be small need for

<sup>8</sup> William H. Burton, *Introduction To Education* (New York, D. Appleton-Century Co., 1934), p. 451.

education and, consequently, personnel work. But since man is an adaptable animal, within limits set by nature, there is need for education. Because persons differ, and because their present and future situations differ, personnel work is needed in the choosing of that education needed for successful living.

#### A TENABLE CONCEPT OF GUIDANCE AND PERSONNEL WORK FOR THE SECONDARY SCHOOL

The concept of secondary education formerly was that of selective, academic training for the few. Today, secondary education means the opportunity for the growth and development of all adolescents in social-civic responsibility, in worthy use of leisure time, in health, and in vocational efficiency. The elementary school has stressed those elements common to the needs of all. The secondary school begins the process of differentiation gradually, at the same time decreasing the emphasis upon the integrating elements. Throughout the secondary period there is some need, however, for integrating elements, especially in the pursuit of health and social development. In the achievement of the leisure and vocational purposes, there is great need for differentiation. It is in assisting with the differentiation at this point that guidance has one of its greatest rôles, that of helping the student to plan for his future and to choose from the present differentiated offering.

True equality of opportunity can be secured only by providing an education for each individual in accordance with his interests, needs, abilities, and prospects. This service to the individual is provided by the guidance program. What a few teachers have given to a few pupils in the past, what has been enjoyed only by the favored few, we now propose to make a continuous, individual service for every child throughout his life in school.<sup>9</sup>

The secondary school is in a strategic position to assist in the guidance or personnel program. In addition to touching

<sup>9</sup> Rosecrance, *loc. cit.*, p. 244.

the adolescent at a time when differentiation in his school work is beginning, it is the last unit in general education for many adolescents. Further, the school not only makes personnel work necessary, but, to some extent at least, it makes the highest form possible. The secondary school, unlike certain aspects of business, has no selfish advantage to be gained by helping pupils in arriving at adjustments and planning for the future. Personnel work, however, is not a temporary act, but a continuous process extending from birth to death. We always have adjustments to make and plans to resolve. The highest form of guidance is self-guidance, a goal toward which the school and other personnel agencies should continually strive.

Personnel work should be both scientific and human—scientific in so far as diagnosis of the pupil and the situation are concerned, but human in its interest and endeavor to assist the individual in arriving at his own decision, one that will be in line with his best interests and those of society.

Personnel work should not become directive or prescriptive, but rather should insist on the right of the individual to make his own choices. The result should be to give to the many that information, counsel, and advice which in the past has been available only to the few. Those interested in rendering these services should attempt to make use of all available facilities, both within and without the school.

Personnel work cannot afford to be narrow in its outlook; it must be as broad and meaningful as life itself. Every situation, every needed adjustment should be viewed in its length and depth. The focus must be on the individual pupil, both now and later, and always in a social human setting. The school cannot complete the process of personnel work any more than it can complete the task of education. It can, however, help the student to be more intelligent in solving problems regarding his educational and vocational situation.

Certain basic concepts may be summarized briefly in order to give them emphasis.

1. Human values are of greatest importance.
2. Guidance is interested in the "whole child."
3. The situation including the home, school, church, and community must always be considered.
4. Frequently, guidance workers should attempt to change situations rather than attempt to fit the individual to his present circumstances.
5. Guidance or personnel work must be provided for all children and not just for problem children or for the select few.
6. Guidance is a continuous process.
7. Guidance must be a unitary function since all aspects of a person's development are interrelated.
8. Guidance is not prescriptive but rather works toward the goal of self-direction.
9. All teachers must be guidance workers.
10. There should be a definite plan to care for the guidance function in every school.

Three explanations of guidance which are in harmony with one another and with that accepted in this volume are:

Guidance is that continuous, unitary process by which help is systematically afforded to individuals in situations where adjustment, planning, interpretation, or choice is called for, and by which individual differences and needs are effectively related to the requirements, demands, and opportunities of social situations.

... guidance is the methodology by means of which educators' professed interest in individualization can be effectively translated into practice. It offers methods for diagnosing the abilities, interests, background, and needs of the individual students; it offers methods of relating such findings to the individual's life adjustment; and, finally, it offers methods of selecting, from available curriculums, that individual curriculum most suited for the student. In addition to selecting such an individual curriculum, guidance must follow up the student to see that he makes an adequate adjustment to his training program.

The primary purpose of educational counseling and guidance is to help the pupil to find himself with respect to his interests and abilities and to understand and appreciate the opportunities offered for his development through the school.



Fundamental services of guidance as listed by the Commission on Youth Problems of the American Association of School Administrators include:<sup>10</sup>

1. Each child should be entitled to from ten to fifteen years of day school instruction without the humiliation of repeated failures and retardation; should follow a school program, adapted to his abilities and interests, through which he may achieve a reasonable measure of school success; and should have the right to associate in school with others of his own age and degree of physical and social maturity in activities through which he may develop desirable social skills and a wholesome personality.

2. Each child should have assistance in overcoming any individual handicaps, or in learning to face them frankly and courageously; in discovering and developing any special abilities that he may have in becoming acquainted with educational and occupational opportunities which are in harmony with his abilities, interests, ambitions, and prospects; and in making wisely the choices leading toward an occupation. Such orientation in occupational, economic, and social problems is a *basic part of general education* and is fundamental to all special guidance services.

3. Each child should have an opportunity in school not only to choose his occupation but to begin his preparation for occupational life and to develop initial marketable skills. He should have assistance, if necessary, in securing employment in a suitable occupation and in making plans for further education to insure growth and advancement in service. If, through accident or circumstances beyond his control, the skills and abilities which he has developed are no longer marketable, then the school system should provide the necessary guidance and assistance in retraining in order that transfer to some related field may be accomplished in which a reasonable measure of success may be possible. This involves clinical services to prevent personal unhappiness as well as occupational maladjustment.

4. If a person is unable to achieve self-support and independence because of mental, physical, or personality handicaps, which in the present state of learning may not be overcome, society must provide, in the years immediately before and after school-leaving, special services of guidance and supervision. This may be in the form of special placement and supervision (a) in private employment, (b) in

<sup>10</sup> *Youth Education Today, Sixteenth Yearbook* of the American Association of School Administrators (Washington, D. C., 1938), pp. 173-174.



a sheltered workshop of some social agency, or (c) in an institution. Such persons must be protected from exploitation, antisocial or criminal influences, and the dangers of disease and poverty. Each community should provide for continuous study of its potential social problems.

#### THE TEACHER'S FUNCTION IN THE GUIDANCE PROGRAM

As stated above, there should be a definite plan to care for the guidance function in every secondary school. There are several such plans now being employed. These vary according to the functions to be performed and to the extent to which the teacher plays a large or minor rôle in carrying out such activities. It is the viewpoint of this volume that the teacher can and should become the chief guidance functionary in the secondary schools. Some of the reasons advanced for this contention are:

1. The majority of secondary schools are comparatively small and cannot afford the services of a guidance specialist.

2. One of the outstanding benefits that guidance offers the secondary school is the integration of all school and community services for the benefit of the individual pupil. This can best be accomplished if the work of guidance is sufficiently decentralized, so that a teacher can know intimately all of his pupils.

3. If a specialist were employed to perform the guidance functions, the teachers would be deprived of one of their greatest opportunities to understand pupils, and thus to make their classroom work more meaningful and significant.

4. As teachers become trained professionally, they must assume the responsibilities of such training, which means increasing concern and regard for the individual pupil rather than merely for subject-matter to be taught.

5. Many teachers are qualified and willing to assume greater responsibility in this area of education.

It is not to be expected that a carefully conceived and scientifically planned program of guidance can be set up in a secondary school in any one year when the principal guidance functionaries are to be the teachers. One of the difficulties with

many educational innovations in the past has been that too much was expected from the new plans without allowing for growth and development on the part of those on whom the success of the plans depended. The principal in a high school with an enrolment of 400 or less will have to provide the initial information, incentive, and inspiration for the guidance program. He will seldom have the benefit of a guidance specialist or director except perhaps for occasional purposes of consultation. He will have to fill the rôle of director of the program. In a larger high school, the authors believe that it would be advisable where financially possible to employ a trained guidance worker as counselor or director. It would be his chief responsibility, however, not to relieve teachers of their guidance responsibilities but rather to assist them in the performance of these duties; not to make them more dependent upon him but to aid them in becoming increasingly able to assist pupils on a higher, more constructive plane; not to duplicate teacher effort but to use his specialized abilities to supplement teacher effort.

One of the finest guidance programs with which the authors are familiar is carried on under the immediate direction of the high-school principal. The high-school teachers serve as homeroom teachers. In addition to performing the guidance functions for his own homeroom group, each of the teachers has some special ability which he contributes to the total program. One is especially interested in colleges and has collected and makes available a wealth of information in this area. Another concerns himself with the placement of high-school students in part-time positions during the school year, in summer jobs, and in full-time positions for those graduating. A third teacher, because of his interest and experience, is able to make a unique contribution in the area of tests and measurement. Each of these teachers attempts to aid the other teachers in the field of his own special interest. Each homeroom teacher in this school is thus both a generalist in guidance and somewhat of a specialist.

The principal of this school says that by careful selection of new teachers and stimulation of the staff members toward the cultivation of socially useful specialized abilities, he has not only made a good guidance program possible but improved education in his school in every other regard. This illustrates both the feasibility and the flexibility of a program based upon utilization of every teacher's interest and ability.

#### GUIDANCE IN A SELECTED HIGH SCHOOL

A further illustration of a workable guidance program based upon the utilization of the efforts of many teachers as advisers is that of the University of Chicago High School. Excerpts describing the program were taken from a mimeographed unpublished bulletin put out under the direction of Arthur E. Traxler. This program is described in considerable detail since it illustrates in a fine way not only the philosophy underlying the movement but the inauguration and administration of a workable program.

In these days of new and progressive methods in education, we hear and read a great deal about the guidance of pupils. The program of guidance in the University High School is but one of hundreds of such programs being carried on in the secondary schools of this country. Although they have many common features, there is enough individual difference among these programs that each needs to be explained separately. I should like to discuss guidance with reference to ten questions which, it seems to me, are relevant to an understanding of the guidance program of the University High School.

Ideally conceived, guidance may be defined as a plan by which pupils are enabled to understand their abilities and interests and develop them to the fullest degree and to achieve ultimately a state of complete and mature self-guidance as worthy members of the social order.

1. In a very real sense, of course, every school that ever existed has provided some guidance for its pupils. The very routine of enrolling pupils, holding classes, and carrying on the work of instruction makes it inevitable that the pupils will be guided to some extent. In the past, however, schools have infrequently taken full



advantage of their opportunity for guidance because they have not clearly recognized their responsibility in this respect. The guidance afforded in most schools has not been of an organized character, but has been left largely to the individual initiative of the principal and the teachers. . . .

2. When was the guidance program begun in the University High School? To the extent that guidance involves attention to the needs of each pupil, the University High School has always had a guidance program. What we call our new guidance program, however, is of recent origin. Plans for it were begun in the spring of 1934, and it was introduced into the school in October, 1934. Previous to that time the major responsibility for guidance was carried on by the assistant-principals. The new guidance program is not intended to replace their work but to supplement it.

3. What is the purpose of guidance in the University High School? The objective is to secure close personal attention, guidance, and counsel for every pupil throughout his career in the school, particularly with respect to his progress and his adjustment to the opportunities provided by the school. It is felt that, as far as the University High School is concerned, the problems relating to education and personality adjustment are more important than vocational guidance. This is partly due to the fact that most of the pupils expect to go on to college and, therefore, the need for early vocational choice is not so acute as it is in some schools.

4. How is the guidance program of the University High School organized? In the plan now in use, twenty-six of the teachers in the high school are organized into five committees of advisers. Five, or at the most six, advisers are assigned to each class. There is a chairman for each group of class advisers and a general chairman for the whole program. A pupil has the same adviser in the sub-Freshman and Freshman years of high school, but he usually changes advisers at the beginning of the Sophomore year and keeps the new adviser during the Sophomore, Junior, and Senior years.

It is planned that the first year that a pupil is assigned to a new adviser, the adviser will have the pupil in class. Through having two cycles of advisers—one for the sub-Freshman and Freshman years and one for the upper classes—we are able to carry out this plan in most cases. Thus, there is contact between the adviser and the pupil, in the classroom as well as in the guidance relationship. The fact that an adviser has the same pupils in his group for two or three years enables him to become well acquainted with them and



places him in a position to guide them with maximum effectiveness.

5. How are pupils assigned to guidance groups? This question is more important than it seems at first thought, for obviously, if an adviser and a pupil are to be associated together for two or three years the assignment should be made on some basis other than pure chance. Pupils are chosen for the different groups in a meeting of all the advisers for a given class. Considerable thought and discussion are given to the distribution of pupils among the groups. An attempt is made to divide the pupils among the advisers in such a way that congenial relationships will exist between each adviser and his pupils and also among the various pupils within a guidance group.

6. What functions do the advisers perform? The major functions of the advisers are of three kinds. In the first place, each adviser gradually accumulates in individual folders extensive records about each pupil in his group and has these facts at his command in his work with the pupil. For example, after an adviser has had a pupil in his group for a few months, he will know the more important facts about the pupil's home background, his physical history, his school record, his scores on intelligence and achievement tests, the trait ratings assigned to him by his teachers, and the reports of teachers concerning his progress in school. This concentration of records in the hands of one individual is of the greatest value in securing a complete picture of each pupil. The information collected by an adviser at the sub-Freshman and Freshman level is passed on to the next adviser when the pupil advances to a higher level of the school. Thus, by the time a pupil reaches high-school graduation, a great mass of data will be at hand on which to base recommendations to the pupil concerning his future education or vocation.

A second type of activity in which each adviser engages to some extent is the holding of group meetings wherein questions relating to good citizenship in the school and the community may be discussed freely. For the present, we are not placing much emphasis on this advisory function and there is a question as to how far it can be developed with really beneficial results.

The third and most important function of the advisers is to provide individual guidance for the pupils. This kind of guidance may take many forms. The adviser will counsel school, choice of career, exceptional abilities that should be developed, points of weakness where the pupil needs to improve, and many other questions in which his thorough knowledge of the pupil's ability and interest will make his advice valuable. Furthermore, the adviser will encourage



the pupil to bring in problems of his own for discussion. In other words, the adviser is one person on the faculty whom the pupil can always regard as a friend who knows him well and can give him intelligent advice.

The advisers are not disciplinarians. Neither the advisers nor the guidance chairmen act in an administrative capacity. Their duties are solely those of counseling. The administrative and disciplinary functions of the school continue to be concentrated in the offices of the principal and the assistant-principals. However, the fact that this system of guidance is being inaugurated does not mean that the principal and the assistant-principals will act only in the capacity of administrators. They are continuing to take the same personal interest in the pupils of the school that they have taken in the past.

7. Are the advisers well prepared for the work of counseling pupils? The answer is that they are prepared for some aspects of the work. A good many phases of counseling involve activities that wise and conscientious teachers carry on to some extent regardless of a guidance program. For example, teachers have frequently counseled pupils about deficiencies in certain subjects, habits of study, and minor behavior problems of an "inconvenience" nature. Such counseling is guidance, regardless of what it may be called.

The advisers are receiving a certain amount of training for other aspects of counseling. In 1934-35, before the teachers met their pupils in an advisory capacity, a series of meetings was held at which different speakers discussed various problems of guidance. A seminar dealing with problems of personality development is planned for the winter quarter, 1936. Attendance is voluntary, but the majority of the advisers have signified their intention of taking part in this seminar. The advisers have been supplied with a selected list of references on guidance, most of which are available in the office of the guidance chairman.

The advisers in the University High School have not undertaken and probably will not undertake to counsel pupils about problems of abnormal behavior that require the services of a trained psychiatrist. The advisers may recognize a need for psychiatric advice, should the need arise, and they may make recommendations about it, but they will not undertake the treatment of the case themselves. The work of the advisers is confined to normal problems of adjustment and development of pupils.

8. What are the major values of the guidance program? The program is so new in our school that results cannot yet be evaluated.

or even enumerated. The success of the plan depends in large measure on the interest of the teachers in it, their willingness to co-operate in the general plans outlined, and their vigor and resourcefulness in discovering ways in which they can help each individual pupil in their groups. Among the desirable features which the guidance program is expected to have the following are important:

(1) It will provide every pupil with at least one member of the faculty who is thoroughly familiar with his abilities, his interests, and his needs.

(2) It will concentrate the school's extensive records for each pupil in the hands of one person who can utilize them to their fullest extent.

(3) It will establish an organized routine whereby all pupils can be helped in an effective manner.

(4) It will form a point of focus for coöperation between all departments of the school and the home in achieving a well-rounded education for every pupil.

9. How can the pupils coöperate with the advisers? A number of ways in which each pupil can help his adviser be of maximum assistance to him may be pointed out. In the first place, he can make a special effort to become well acquainted with his adviser. Second, he should respond promptly when the adviser asks him to come for a conference. In the past a few of the advisers found it rather hard to get hold of some of their pupils. It is encouraging to an adviser if his pupils make it a point to appear on time for the conferences when summoned. In the third place, the pupil can, of his own accord, go to the adviser with questions on which he needs advice. Obviously, this does not mean that a pupil should run to his adviser whenever he gets lost in a problem in mathematics or science, but there are many problems, such as choice of college, preparation for a career, and planning of study time, that every adviser would be very glad to have his pupils bring to him for discussion.

10. How can the parents coöperate with the advisers? The parents can coöperate most helpfully with the advisers through an exchange of information about the development of the pupil. As time goes on, the adviser will accumulate in his guidance folder for each pupil data which should be made available to the parents. But these data will give only a partial view of the pupil and the adviser will no doubt need, in turn, certain information from the home in order to complete the picture of the pupil. Some schools have gone much beyond the University High School in systematically gathering

anecdotal records from the home. Whether or not we shall later attempt to routinize the collection of information relevant to guidance from the home has not been decided, but it is clear that the guidance program will be much more effective if a spirit of understanding and coöperation is fostered through many informal contacts between advisers and parents.

In his capacity as a guidance worker, the intelligent teacher is alert to his pupils' needs, both physical and psychological.

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## Chapter II

### THE CHANGING SECONDARY SCHOOL

Population changes, especially those involving internal migration and maladjustment in the occupational world, complicate the problems of the schools and students of all kinds of ability will find "rough going" on the path toward social adjustment. There is a need for comprehensive guidance service at all levels of the educational program.<sup>1</sup>

In no other country of the world is secondary education as available to all adolescents as in the United States. Unique among educational institutions of the world, the American high school has an enrolment greater than the combined population of similar schools of all other nations. Here, more than in any other country, secondary education is no longer for the select few; it is becoming the experience of an increasing proportion of all adolescents. This enlarged enrolment is characterized by greater differences in academic ability, variation in cultural background, and the presence of increased numbers of atypical pupils. In addition, striking changes in our economic and social life have caused the secondary school to assume greater responsibility for the long-time welfare of its pupils, and new emphasis has been placed upon the individual needs of pupils and the totality of child and youth development.

The diversified needs of this enlarged and diversified high-school population make it evident that the type of secondary school adapted to the needs of those in attendance three or four decades ago is today ill suited and outmoded. A brief review of the recent growth and needs of the secondary school will enable us to consider later some of the implications of this

<sup>1</sup> "Population Trends and Their Educational Implications," *Research Bulletin* of the National Education Association, Vol. 16, No. 1 (January, 1938), p. 39.

increase. Among these, the factor of *guidance* will assume chief significance.

### THE GROWING SECONDARY SCHOOL

#### *Increase in School Enrolment*

It is difficult for us to realize both the rapid increase in secondary-school enrolment within recent years and the effects of this increase upon the school itself. Since 1890, the high-school enrolment has doubled each decade. Although the general population of this country increased by 60 per cent between 1900 and 1930, the high-school enrolment increased by more than 650 per cent during the same period. Table I illustrates this rapid development.

TABLE I

<i>Year</i>	<i>Enrolment in Public High Schools</i>
1890 .....	202,963
1900 .....	519,251
1910 .....	915,061
1920 .....	2,199,389
1930 .....	4,399,422
1934 .....	5,669,156

The figure for 1934 is that reported by the various state departments of education. It is evident that our high schools are now more nearly ministering to all of the children of all of the people than at any other period in our history. It is also apparent that this increase in enrolment has been attended by such problems as providing a sufficient plant structure, adequate teaching staffs, increase in support, as well as a revision of the educational program in terms of these increased numbers.

#### *Increased Size of Individual Schools*

A second important factor to be considered in a discussion of the growing secondary school is the rapid increase in the size of individual schools. The 1932-34 Biennial Survey of Education shows the following change in the average number



of students enrolled per school during the past several years.<sup>2</sup>

<i>Year</i>	<i>Number of students to a school</i>
1890 .....	80.4
1900 .....	86.5
1910 .....	89.6
1920 .....	139.5
1930 .....	186.4
1934 .....	282.5

The Biennial Survey of Education further indicates that the proportion of schools enrolling fewer than fifty pupils has steadily decreased:<sup>3</sup> "In 1926, of the total number of high schools reporting, 32.4 per cent were in this size group; in 1930, the percentage had dropped to 26.7; and in 1934, it had still further receded to 19.9." The smallest high schools are rapidly becoming a less important part of the total structure. On the other hand, the number of high schools enrolling more than 500 pupils has grown from 1,757 in 1926 to 2,516 in 1930 and to 3,191 in 1934. This increasing importance of the larger schools is shown by the following statement:<sup>4</sup> "Slightly more than half of the high schools in the United States have between 50 and 200 pupils enrolled; only one-sixteenth have more than 1,000 enrolled. The one-sixteenth have more than twice as many pupils in them as have the one-half."

This significant increase in the size of individual schools has caused several rather serious problems: the individual pupil is more easily neglected and overlooked in the crowd; it is more difficult to establish intimate helpful relationships between students and staff; the school program becomes more mechanical and less personal; departmentalism and extreme subject specialization is more possible. Not only is the individual student likely to be lost in the process of mass education, but the growth of the individual is also too often separated into parts with

<sup>2</sup> Biennial Survey of Education (1932-1934), United States Office of Education, *Bulletin*, 1935, No. 2, p. 16.

<sup>3</sup> *Ibid.*, p. 16.

<sup>4</sup> *Ibid.*, p. 5.

but few attempts by the school to relate his school experiences to his total development.

A large school can, on the other hand, offer many advantages. An enriched curriculum is possible. Improved building facilities such as gymnasium, cafeteria, art room, and other specialized rooms are possible. A larger staff can enrich an entire program, but to realize these advantages the school must be effectively organized.

#### THE CHANGING SECONDARY-SCHOOL POPULATION

Into a secondary school organized largely for those who wished to attend, and for those who had economic interests and abilities, there came, after the turn of the present century, large numbers of students not concerned with the type of education and lacking the type of ability required for the successful pursuit of the curriculum offered by such schools. Children of all types of ability came to school, including students who would never have attended secondary school in earlier days. In addition, atypical children began to attend school in ever increasing numbers. As a result of this the high schools are now faced with the problem of providing for a different kind of student body than the one to which they were accustomed. The range and kind of student interests, abilities, experiences, financial resources, cultural backgrounds, and vocational needs have greatly increased.

It is important to note that in spite of the tremendous increase in secondary-school pupils, only about two-thirds of the youth of high-school age are enrolled in school. If the high schools are to serve all adolescents, it is apparent that further changes in the character of the student body will take place during the next few years.

Our democratic philosophy of education has committed us to the principle of providing an education at public expense to each American youth. It is true that this commitment has not been completely fulfilled. Yet at the present time, for the country as a whole, there

are approximately 65 per cent of the high-school population fourteen to eighteen years of age enrolled in school. Conversely this means that 35 per cent of the high-school population are not enrolled in high school.<sup>5</sup>

There is little that might lead us to believe that the expansion of high-school enrolments will not continue until many of this remaining 35 per cent of eligibles are in school. Such wide differences as now occur among secondary-school students would become even greater with the increased number. A few of the most important differences will be discussed briefly in the following sections.

### *Differences in Academic Ability*

The ability to do academic work varies greatly among secondary-school students. The present student population is becoming increasingly representative of the academic ability of the general population. The secondary school is now faced with the problem of providing stimulating educational experiences for a more heterogeneous student body with a wider range of academic abilities. The need for curricular reorganization adapted to these varied abilities is discussed by Rainey.<sup>6</sup>

It is quite impossible to meet the needs of this large body of young people registered in schools above the elementary level with offerings of the limited scope of the curricula acceptable to the selected body of pupils and students enrolled in secondary schools and institutions of higher learning in 1900. Professor Lewis Madison Terman of Stanford University, for example, estimates that an intelligence quotient of 110 is required for success in doing the traditional classical high-school curricula, and that 60 per cent of all American youth rank below that score. As a result, the traditional curriculum is probably ill-suited to half or more of those attending school.

The problem of adjusting the curriculum to the academic abilities of the pupils is increased when the school program attempts to provide the optimum stimulation for each pupil.

<sup>5</sup> Homer P. Rainey, *How Fare American Youth?* (New York, D. Appleton-Century Co., 1937), p. 43.

<sup>6</sup> *Ibid.*, p. 44.

There is now a need for providing a type of school program based upon a new type of student and a necessity of adapting this program to each child.

### *Variation in Cultural Background*

The present-day high school has a student body coming from a great variety of cultural backgrounds and with a wide range of past experiences. The very rich and the very poor are represented. Some of the students come from homes possessing every cultural advantage; others have homes lacking almost any cultural stimulation. Some pupils have traveled extensively, read widely, and participated in all types of educative activities. Because of this variety the high school must begin with the pupil as he is, and if the school is to supplement the cultural resources of the home and community, it is obvious that a difficult task is to be undertaken. To be fully effective, the school must have a tremendous range and flexibility of resources so that the educational program can be more nearly individualized in terms of the experiences and backgrounds of all of the pupils.

### *Addition of Atypical Children*

The secondary-school population has also been changed by the addition of large numbers of atypical or special types of pupils. The dull, the physically defective, the blind, the deaf, the crippled, the delinquent, and the seriously maladjusted are now coming to high school in large numbers for the first time. An increase in society's willingness to provide for these students has encouraged them to attend school. Special buildings, curricular activities, and teaching staffs are required.

As a result of these changes in the nature of the secondary-school population, the modern high school is confronted with the problem of providing for an ever widening range of student interests, abilities, experiences, financial resources, cultural backgrounds, and vocational needs.

## CHANGES IN ECONOMIC AND SOCIAL LIFE

Modern high-school students are members of a much different society than were the students of several decades ago. Major social and economic changes have transformed the simple, predominately rural American life of two or three generations ago into an industrialized, urban way of living. Faced with the responsibility of preparing students to cope with the problems of modern living, the school cannot escape the effect of these profound changes.

With the shift of population to rural centers, there have arisen a variety of problems in the areas of health, safety, leisure-time activities, and other aspects of group living. Local industries are being absorbed by sectional and even national businesses so that there are no longer abundant opportunities for young people to get their vocational education as apprentices on the job itself. The increasing numbers of women in industry have tended to crowd men out of certain occupations and to overcrowd these same fields. The home life of the average American family has been considerably altered by these industrial developments. The home, once a coöperative and nearly self-producing unit in which members participated in both working and planning, has become largely a unit of consumption in which individual members work outside of the home and separately enjoy public and commercialized amusements. This has resulted in less parent-child contact, and consequently in less education from the home. Religious influences, once evidenced in the home by evening devotionals, grace before meals, and regular attendance of the family at church, have been considerably lessened. Thus we find that the education and stability which youth formerly received from industry, the home, and the church must now be supplied by some other institution if young people are to make successful adjustments to our present complex society. In its contacts with an increasing



portion of American youth the school is the logical agency for this responsibility.

#### NEWER EMPHASES IN THE SECONDARY SCHOOL

##### *Greater Emphasis Upon Meeting Individual Needs*

In recent years, considerable emphasis has been placed upon the type of education that attempts to discover and care for the individual needs of students. One of the early supporters of this type of education indicated the urgent necessity for a school curriculum which would permit individualized instruction.<sup>7</sup>

It is as yet merely an unmaterialized educational conception based upon the biological principle that no two individuals are enough alike to be identically educated; that the chief business of schooling is to stir into activity the personal initiative of dominant, native forces and has only little to do with putting information into cold storage as the class system does. While the social group stimulates and furnishes the motive and purposes in which two cannot participate.

The attainment of such objectives as those set up by Burk has not been realized in the secondary schools of the past. Their limited curriculums, small classes, and highly selected student bodies were consistent with the simpler social order into which the graduates attempted to make their way. On the other hand, with a rapid increase in the number of students attending school; a tremendously increased range of abilities, interests, and needs; an enlarged offering in the schools; a more intricate and complex social order; and a rapid increase in the size of schools; the attainment of an individualized education without fundamental reorganization becomes much more difficult. The movement toward reorganization of the secondary school has received considerable impetus from the development of a psychology of individual differences.

<sup>7</sup> Frederick Burk, "Individual Instruction in the San Francisco State Teachers College," "Individual Instruction," Reprint from *Progressive Education*, Vol. I, No. 1 (April, May, June, 1924), p. 4.

Heck points out the increased responsibility which has been placed upon the entire teaching staff and the need for individualizing the educational process if pupil needs are to be met.<sup>8</sup>

High school enrollment ceased to be as selective as it formerly was; youths entering during the past four years (1930-34) presented, therefore, greater individual problems to the teaching staff. These youths need more counsel and guidance; they have a greater variety of personal problems to solve, for they represent a more diversified group socially and economically.

Many writers in secondary education have indicated the extent to which the personal element in education has been seriously eliminated and have pointed out the need for that reorganization in secondary education which would turn the "spotlight" of education upon the needs, interests, and abilities of individual children. Dewey, for many years, has been suggesting the need for this type of education—one that will respect and minister to individuals.<sup>9</sup>

Individuality as a factor to be respected in education has a double meaning. In the first place, one is mentally an individual only as he has his own purpose and problem, and does his own thinking. Unless one does it for himself, it isn't thinking. . . . Thinking is as much an individual matter as is the digestion of food. In the second place there are variations of points of view of appeal of objects, and of modes of attack, from person to person.

To a considerable extent the secondary schools have failed to provide for this type of individuality. The need for establishing a kind of education that will permit a more satisfying personal relationship between teachers and students is indicated in the following statement:<sup>10</sup>

<sup>8</sup> Arch O. Heck, "Pupil Personnel Work," *Educational Research Bulletin*, Vol. 14, March, 1933, p. 59.

<sup>9</sup> John Dewey, quoted from J. Ratner, *Philosophy of John Dewey* (New York, Henry Holt and Co., 1929), p. 398.

<sup>10</sup> F. C. Rosecrance, *The Organization and Administration of Personnel and Guidance Services in Large City School Systems*, Doctoral Dissertation, Northwestern University, Evanston, Illinois, April, 1936, pp. 5-6.

Imitating the business organization, instruction was departmentalized to make it more efficient, but in so doing the number of children per teacher was increased and some of the "personal touch" was lost. Each teacher saw only a part of the child and for only a short time during his school career; each pupil had a large number of different teachers; no one could be held definitely responsible for the finished product.

With this trend toward increased departmentalization, there has been a tendency to teach subject-matter rather than boys and girls. The need for some means of integrating the student's school experiences becomes evident if secondary education is to aid in the growth of the "whole child."

### *Widening Responsibility of the School*

An increasing number of people maintain that the responsibility of the school extends beyond the integration and unification of school activities. They feel that the very nature of society, with its conflicting institutions and demands requires that the school serve as an integrating influence in all the life activities of the individual.

Dewey expresses this point of view in the following statement:<sup>11</sup>

The school has the function of coördinating within the disposition of each individual the diverse influences of the various social environments into which he enters. One code prevails in the family, another, on the street; a third, in the workshop or store; a fourth, in the religious association. As a person passes from one of the environments to another, he is subjected to antagonistic pulls, and is in danger of being split into a being having different standards of judgment and emotion for different occasions. This danger imposes upon the school a steadying and integrating office.

It is evident from the position taken by Dewey and many others that the responsibility of the school extends beyond the

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<sup>11</sup> From John Dewey, *Democracy and Education* (New York, The Macmillan Co., 1916), p. 26, by permission of The Macmillan Co., publishers.

classroom, that an effective secondary school must not only know the child and his individual needs, interests, and abilities, but that the school must also know and utilize all of the factors and influences of the environment in which the child lives. There must be some one in the school with the responsibility, the interest, the time, and the capacity to "know" each child as an individual and to integrate the many influences affecting that child into a positive program of growth and development for that child.

It has already been noted that the secondary school is now obligated to care for many new areas of needs. Previously the school was expected to contribute largely to the cultural and vocational success of its graduates. "Becoming educated" meant the increase of a pupil's cultural acquisition. Getting a better "job" than that held by the parents comprised the second important aim of education. With a decline in the influence of the church, with a lessening of the amount of control and guidance given by the home, and with an increase in the number of skills and adjustments necessary, the high school is now confronted with serious and difficult responsibilities. Today the modern high school is expected to make a contribution to the social, personal, vocational, intellectual, physical, moral, cultural, recreational, and civic development of boys and girls.

#### *Increasing Emphasis Upon the Totality of Pupil Development*

The emphasis placed upon the needs of individual pupils has been accompanied by several movements that point out the importance of considering the "totality" or "wholeness" of pupil growth and development. The rapid growth of this point of view is indicated by such developments as the Gestalt school of psychology, the activity movement, the growth of parent-teacher-home-community organizations and such other agencies as attempt to study, integrate, and utilize all of the influences affecting all aspects of an individual pupil.

Melvin points out the need of emphasizing the whole child:<sup>12</sup>

Modern education with its science and its philosophy and its incessant involvement with psychology and statistics has forgotten children. It has lost the dynamic conception of childhood. Too often modern educational psychology has laid the child forth like a cadaver for dissection and analysis. It has examined the most intricate processes of learning, each in isolation. It has classified, catalogued and listed. We know vast amounts about eye movements, and speed in computation, and age for beginning reading, and the thing called "intelligence." In these forests of psychology we have lost sight of the tree itself. Educational philosophy has thoroughly discussed the how, the when and the if, yet were a child to appear among a group of educational philosophers he would be a stranger in their midst. We have remembered our "subject" of education, but we have forgotten its object—the whole human child.

Not only is the totality of the pupil to be considered in each learning situation, but the totality of the environment enters as an important element.

Haldane points out this inseparable relationship existing between the organism and its environment:<sup>13</sup>

An organism and its environment are one, just as the parts and activities of the organism are one, in the sense that though we can distinguish them we cannot separate them unaltered, and consequently cannot understand or investigate one apart from the rest.

#### GUIDANCE AS AN INTEGRATING FACTOR

Realizing the inability of the old-type secondary school to discharge added responsibilities to increasing numbers of widely differing adolescents in attendance, both educators and laymen have suggested means of reorganizing the secondary school. The authors are of the belief that many of these suggestions, when put into practice, have been of value especially

<sup>12</sup> A. Gordon Melvin, *The Activity Program* (New York, The John Day Company, 1936), p. 7.

<sup>13</sup> J. S. Haldane, *Organism and Environment* (New Haven, Yale University Press, 1917), p. 99.



in those schools in which the original experimentation was carried on.

### *The Need for Guidance*

One of the areas in which considerable experimentation has been going forward is that of the secondary-school curriculum. The old curriculum was ill adapted to the needs of the present group of high-school students. Many books have been written in this area; countless conferences have been held; yet visitation to typical secondary schools shows that little advance has been made in fundamental curricular reorganization. The authors believe that the secondary curriculum must be reorganized, but suggest that such revision to be successful must be both evolutionary in character and related to other needed changes. A teacher who was trained in the older way cannot change readily; he must be permitted to grow and alter his work somewhat gradually. A new curriculum alone will not be sufficient to meet present-day needs of youth.

The principle of individual guidance is fundamental to any successful program of youth education. It cuts across and fortifies all of the other principles of curriculum construction. A well-organized curriculum serves usefully as a general guide towards the life career to which each youth aspires. But it is not enough to depend upon well-organized courses of study, however fruitful they may be in the attainment of their immediate objectives. Certainly these are necessary for the recognition and development of whatever individual abilities may be possessed by the different youth under a course of instruction, but there still remains the difficult problem of connecting youth happily and effectively with an active life in the world of affairs outside of the school. Successfully to accomplish this end necessitated the setting up of a program of guidance, which, for each pupil, is concerned specifically with his future educational, vocational, recreational, and social career. The entire curriculum should be organized around and contribute to this program of individual guidance. Failure to provide guidance of this type is probably the weakest link in present-day youth education.<sup>14</sup>

<sup>14</sup> *Youth Education Today*, Sixteenth Yearbook of the American Association of School Administrators (Washington, D. C., 1938), pp. 70-71.

A similar view is expressed thus:<sup>15</sup>

The expanded differentiated curriculum, especially from the secondary school level up, calls for guidance in making choices of far-reaching importance. Because selection of many subjects of specialization has become equivalent to temporarily designating one's occupational plans, this is the point at which guidance may be considered vocational. In a time when life was simple, occupations few, and educational opportunities relatively brief and meager, a choice of life work was usually less difficult. But now, with the multiplication of occupations and increased specialization, with rapid shifts as technological improvements change demands for workers in certain fields, with the influx of both married and single women into the occupational world, with unemployment threatening on certain fronts, and with the securing of "that first job," becoming increasingly difficult, a comprehensive program for the guidance for boys and girls is a necessity.

### *The Teacher at the Center*

It is the belief of the authors that the teacher who conceives his new responsibilities can and should become the focal point in reorganizing the secondary school. The teacher is in a strategic position to assist in performing personnel services, to aid in the revision of the curriculum in the light of pupil needs, to help in finding the relationship of extracurricular activities to the whole school program, and to assume leadership in linking school and home. The teacher will thus be portrayed as playing the stellar rôle in the guidance of secondary-school pupils. It is hoped that this concept may be an aid in assisting the secondary school to change sufficiently to meet the needs of present-day pupils in a complex world.

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## Chapter III

### ADOLESCENT PUPILS AND THEIR NEEDS

If the teacher is to become the effective guidance worker described in the preceding chapters, he must have a thorough understanding of the pupils with whom he works. This understanding should be based upon knowledge of the characteristics of the age group and upon relatively complete information about each pupil in his classroom or homeroom group. Having gained this understanding, he can plan a program of guidance to meet the needs of the pupils within his group. The guidance program in any school should be based upon the needs of the pupils comprising the group. Obvious as this fact seems, it is often overlooked. Even nationally known educational organizations have begun working on the revision and reconstruction of secondary-school curriculums without first attempting to discover the characteristics and needs of the group to whom they wished to minister.

As a guidance worker in a secondary school, the teacher has two rôles: he must be both a specialist and a generalist. He will be a specialist in the study of adolescents and their needs; he will be a generalist in helping pupils to meet their needs in all areas. Through interest and intelligent attention he will be constantly alert to the genuine welfare of his pupils and be increasingly desirous of promoting their all-round development. Although he can never become as well informed as he might wish in all areas of their requirements, he will be sensitive to their needs in all areas and will regard as a personal challenge a problem in any of them. Most teachers cannot be specialists in the field of health or in the field of speech correction. Nonetheless, they must have enough general information about each

of these—and all other areas of adolescent need—to help create a situation in which all-round normal growth and development can take place. Further, the teacher must become so sensitive to the needs of his pupils that he will immediately detect any departure from that which is customary for a given pupil or normal for an individual in that stage of development. Thus the teacher is a specialist in adolescent growth and a generalist in his interest in all aspects of the pupil's development. When the need arises, he may call to his assistance specialists in the various areas: the doctor and nurse in the field of health, the specialist in speech disorders, and the mental hygienist or psychiatrist in the field of personal and emotional adjustment. The teacher will often arrange contacts between the pupil needing assistance and those persons best qualified to give it.

This chapter will first set forth a dynamic concept of growth and development and then proceed to give information about the areas of adolescent need so that a teacher may learn about the types of problems with which he must be concerned when he is interested in the "whole pupil."

#### A CONCEPT OF GROWTH AND DEVELOPMENT

Human beings are in a continuous process of change, in a state of becoming. They might fittingly be spoken of as human "becomings" instead of human "beings." Individuals are unique; no two persons are exactly alike. This quality of uniqueness plus that of dynamic growth makes an understanding of all adolescents and of each particular adolescent both necessary and difficult.

To appreciate an individual at any particular time, it is necessary to have at least two pictures of him rather clearly in mind. One may be called the developmental or the longitudinal view, with detailed records of the individual's past growth and a history of the changes which have taken place within him. The other picture may be thought of as the cross-sectional one, in which attention is directed toward all areas of the individual's life at



the present. Physical and mental health, social relationships, emotional adjustment, family associations—all of these and more must be studied if one is to have a complete picture of the "whole person." Thus for an understanding of an individual and his problems, both a record of his past and a complete picture of the varied aspects of his present life are necessary.

To assist a pupil to plan for his future, it is important that these two pictures be supplemented by a third one, an imaginative one which the teacher can help the student to create of himself as he may "become." This picture should not be built upon dream or fancy but should be developed as a result of the intelligent study of the two pictures already mentioned plus a clear understanding of adolescent life with its possibilities for growth. The school has to deal in "futures," whether it will or not. This third picture of what the student may become in all areas of his life—health, emotional, social, vocational, and avocational—will, in all probability, be a joint product of sponsor and student.

In viewing the adolescent from the developmental aspect, as a person whose abilities and potentialities are unfolding, one sees that certain areas or classes of needs should be given particular attention. Throughout this section the purpose will be twofold: to present the nature of these areas and to suggest ways in which teachers can assist adolescents to full development in each of these directions.

Before passing to a detailed consideration of each of these areas of need, we may well present two viewpoints that the reader should bear clearly in mind. In the first place, in any discussion of areas of adolescent need there is grave danger that one may be thought to be dividing the lives of youngsters into distinct compartments. The individual is a unit, and any one problem cuts across many areas. However, for the purpose of detailed study, and for this purpose alone, the problems of adolescents will be considered from the viewpoint of the major areas into which they are frequently grouped. Secondly, much

is said nowadays about the need for faith in young people. This is all very good, provided it is an intelligent faith growing out of an understanding of adolescents, their possibilities and their needs, and not based on ignorant sentimentality. Guidance needs the highest kind of faith which results from comprehension and real appreciation.

The area of the physical-health needs of adolescents will be considered in some detail. This treatment will illustrate one of the several aspects of adolescence. The material relative to the physical inspection of pupils is included in order that the teacher may gain an understanding of and insight into this most important area. Other needs will be treated more briefly here as they will be taken up in greater detail in other sections of the book.

#### THE PHYSICAL-HEALTH NEEDS OF ADOLESCENT PUPILS

Although the development of sound health has frequently been listed as the first objective of secondary education, the school has done little more than render lip service to this aim. The authors believe that the neglect of this objective has been due in part to the failure of the school to recognize the importance of having every teacher informed and concerned about the realization of this worthy purpose. Since most small secondary schools have neither school physicians nor school nurses, the administrator must solve the problem of organizing the teaching staff to care adequately for the health needs of the pupils. The health of the school pupil is not an isolated problem for the health or physical-education department, but a responsibility of every person who comes in contact with the pupil.

It is especially necessary that all teachers in the secondary schools have a clear understanding of the health needs of adolescent students. Such an understanding should make them aware of the importance of health, enable them to perceive the various signs of good and poor health, and be ever sensitive to

conditions that assist or interfere with the establishment and continuance of sound health.

### *Health and School Work*

The importance of good health to successful work in the classroom is suggested by the following quotation from Rogers:<sup>1</sup>

The human body is a machine through which the mind works. Every exhibition of mental activity is accompanied by physical activity, and the quality and quantity of mental work depend as certainly upon the condition of the machine by which it is exhibited as do the quantity and quality of work produced by any less complex man-made mechanism with the working of which we are familiar.

These mind-body machines of ours vary with heredity in their original capacity for work, just as one type of automobile differs from another; but it would be foolish to expect any automobile to do its best with a flat tire, or when supplied with little oil and inferior fuel, and it is just as absurd for a teacher to expect his best school work from a child who has defective sense organs, who is badly fed, insufficiently rested, or who is depressed by other faulty conditions or by disease. There are children who are normally bright and those who are naturally dull, but both the bright and the dull do finer and more persistent mental work when they are physically fit.

It is unfair to the child if he is not put in his best possible working condition, for otherwise he will derive less benefit from his schooling.

It is unfair to other pupils who are held back from the slower progress of children who, if put in good order, would do better work.

It is a waste of energy on the part of the teacher who must labor with dull tools that could be sharpened to a degree.

It is a waste of public funds to permit teachers to work with pupils who cannot profit as much by her efforts as might be the case if their bodily condition were improved.

<sup>1</sup> James Frederick Rogers, "What Every Teacher Should Know About the Physical Condition of Her Pupils," Department of the Interior, United States Office of Education, Pamphlet No. 68, 1936, pp. 1-3.

In a word, it is a waste of time and money, for all concerned, not to see that every little human machine is given an overhauling upon his entrance to school, put in his best possible condition, and inspected from day to day thereafter to make sure that he does not lapse from that condition, or because of the development of acute disease become unfit for work or a menace to his fellows.

It would be absurd for a teacher of the violin not to instruct his pupils as to the mechanism of his instrument and as to when it is out of tune, and the thorough-going training school for teachers will include as a fundamental in its curriculum the close observation of the physical traits of the instruments with which they are to work. The material to be studied is always at hand in the pupils of the training school, and such a course of physical examination may well supplement the didactic work in physiology and hygiene which it will serve to bring home to the student in a practical way. Nor does it require a long and laborious schooling to prepare the teacher in such physical appraisal. If nice distinctions were to be made in physical examinations or decisions as to the treatment of diseases or defects, such would be the case, but these are not in the domain of the teacher but are left to the physician or dentist.

### *Attitudes of Medical Men*

It is of interest to know the attitude of leaders in the medical profession toward the place of the teacher in the health program. Dr. James Frederick Rogers, M.D., Consultant in Hygiene, United States Office of Education, who was quoted above, further discusses the problem of the physical examination of students:<sup>2</sup>

In its beginning in Boston the teachers were the examiners, the "medical visitors" served only to diagnose the conditions in the selected pupils. The committee on legislation of the White House Conference on Child Health and Protection urged the training of teachers for the detection of signs of communicable disease and of gross defects, and 1 of the 48 physicians of this group remarked that the ability of the teacher in this field "is the keystone of medical inspection." There can be no substitute for such service, for the appearance of communicable disease in a schoolroom does not await the coming of a physician or nurse, and no one else is in such a

<sup>2</sup> *Ibid.*, p. 1.

position of vantage for observing any lapse of the child from a condition which seems, for him, normal.

In a bulletin entitled, "Health Inspection of School Children," published under the leadership of Dr. Don W. Gudakunst, M.D., Director of School Health Service, Detroit Department of Health, appears the following statement:

In 1921 Detroit schools instituted a program that has contributed greatly to the health of school children, and consequently improved the health of the entire population. That year the teachers started to inspect school children for the presence of physical defects. This screen has acted not only to select for the school physicians those children most in need of medical care, but it also has enlisted a fuller interest and coöperation of the teaching staff in improving the health of children. . . .

. . . The teachers' health inspection of children is *not* medical. It is not accompanied by diagnosis, advice, or treatment. It can safely be applied to all classes, grades, and ages without disrupting the relationship that should exist between the people and the medical forces of the community. Yet, properly conducted it will detect those persons who either do not know the need for medical care for children, or knowing this need, have not learned how to secure medical attention. It may safely be assumed that where a child presents an uncorrected physical defect that is manifest to the teacher, a family has been found that is in need of special service from the medical educational forces of the community. The discovery of an uncorrected correctable defect in a child implies the need of something more than the removal of tonsils, filling of teeth, or the fitting of glasses. It implies the need of education of that child and that child's family if not the entire community.

Dr. Gudakunst is also authority for the statement that teachers can be trained to do their part in the health-inspection program. The teachers' accuracy of prediction for communicable diseases was found to be higher than that of school nurses during a recent year in Detroit, and not much below that of general medical practitioners. The intimate, day-to-day study of the whole child can make one sensitive to even a slight deviation from what is usual and normal for a given child.



*The Teacher's Responsibility in the Health Area*

It is not the function of the classroom or homeroom teacher to diagnose disorders or to treat physical disabilities except under the direction of trained persons in this area. The teacher must be a generalist in the area of health, whereas the physician and nurse are specialists. It is the first job of the teacher to understand the conditions conducive to good health in order that he may do his part in the maintenance of such conditions. He needs to know the essential aspects of a constructive health program. Further, he should prepare himself to make general estimates and judgments as to the health of his pupils in order that they may have the benefit of medical advice at the first sign of physical disability. Teachers are not to replace physicians but are to enable the pupil to come to the attention of the physician at a time when his counsel and aid will be of most value. Frequently, in the corrections of physical disabilities, it is most important that the pupil's teacher should know the remedial program prescribed; through coöperating in accordance with such knowledge, the teacher can be of great assistance to the pupil in following this program. The remedial health programs of many children require continuous attention to such things as posture, rest, nervous reactions, and eye-strain. It is imperative that the teacher be informed in the health area, both as to the general needs of the group with which he is concerned and as to the specific needs of individual pupils. The success of a preventive or remedial program for the group or the individual is dependent upon conditions at least partially under the teacher's control. When one considers that most secondary pupils spend six hours a day five days a week in school, one sees that the teacher has a significant rôle to play in helping adolescents maintain sound physical health. Teachers should be the ones especially informed about the health of their own students and should be alert to enlist the aid of other teachers with whom these students come in contact.

Since there is general agreement that all teachers should know much about the general physical condition of their pupils, it is entirely appropriate that we should present here suggestions regarding the acquisition of such information. Before listing the specific items in a teacher's knowledge of the individual pupil, it may be useful to mention the value of careful observation on the part of the teacher. The power of observation, which can be greatly improved through interest and practice, is one of the most trustworthy tools in the possession of the homeroom sponsor for detecting the physical condition of his pupils. The teacher, seeing many different pupils, can readily develop a facility in the use of this simple device. Judgments as to the state of nutrition, vigor, posture, absence or presence of skin diseases, and nervous disorders all depend upon simple, directed observation. A teacher should consciously cultivate his power of observing the common symptoms of health and disease.

In order that the teacher and homeroom sponsor may appreciate the varied aspects of health, a brief discussion will follow relative to various phases of physical well-being. Only those about which the teacher as an intelligent guidance worker should have information and understanding are included here.

### *State of Nutrition of Pupil*

It is of value to record accurate measures of height and weight of pupils. Students of a given age and grade level will vary tremendously in both of these regards. This variation is normal and is to be expected. Though the teacher should know about the height-weight-age standards and charts, he should not rely solely upon them as indices of nutrition and growth. It is of much importance, though, to know whether a student is gaining, losing, or merely maintaining the same status in both height and weight. These facts may indicate conditions affecting general growth and nutrition. A student much above or below the average height or weight for his age may be the victim of

some physical disability or unfortunate health condition. Although physical growth is not always regular, it is well to have the objective facts concerning it. General appearance, alertness, and apparent vigor are also indices of the state of nutrition of the individual. The presence or absence of fat on the body is one of the best indications. Surprisingly enough, many undernourished students come from homes which are economically well off. Malnutrition results not only from food insufficiency but also from an unbalanced diet.

### *Posture*

A teacher can become attentive to the posture of the pupils in his classroom as can a sponsor in his homeroom. Although we find great variation in posture, caused perhaps by deviations from the norm, one should be alert to notice such conditions as round shoulders, inward curve of the lower spine, lateral curvature of the spine, and drooping head. Some of these deviations may be due to bone deformity, but the teacher should be alert to the possibility of poor nutrition or to some other unhygienic mode of living. The habit of good posture should be made fashionable in the secondary school.

### *Disorders of the Skin*

Excerpts from a bulletin to teachers, issued by the Michigan Department of Health, are given, since the information is authoritative, understandable, and helpful.<sup>3</sup>

The common skin infections constitute one of the most annoying health problems confronting the school teacher. It is often difficult to obtain a correct diagnosis. Parents are sometimes reluctant to take their children to a physician for diagnosis, or they may even refuse to do so. They may be sensitive or express resentment when informed that their children have such a condition. The best way to overcome these difficulties is by prompt and vigorous action, by

<sup>3</sup> *The Common Communicable Diseases, Information for Teachers* (Issued by Michigan Department of Health, 1935), pp. 17-19.

straight-forwardness and frankness in handling the situation and by taking the attitude that it is no disgrace to have such a condition—the only disgrace is in allowing it to remain.

Scabies or itch, is very common among school children. Although it is most often found in those districts where unclean families are numerous, it may exist in any community. The rash, which results from the itch mite, is often mistaken for eczema, and is sometimes labeled “stomach rash,” poison ivy, and in fact, almost anything. With proper treatment thoroughly and vigorously administered, not only to the children obviously infested, but also to all members of the family, this condition need not persist. In fact, it may be cleaned up in almost all cases within two or three days.

Children having scabies should be excluded from school and readmitted only upon authorization of the health officer.

Pediculosis, or lice, may be recognized by observing the adult lice or the nits which appear as tiny, oval, glistening bodies attached to the hair a short distance from the scalp. Nits may at first be mistaken for particles of dandruff but close observation in a good light will reveal the difference. A hand lens, while helpful, is not necessary.

Children should be excluded until all adult lice and nits are exterminated. If there are any nits whatever remaining (and it is easy to overlook a few) the condition will recur. All members of a family must be considered because it does no good to have one or two cleaned up only to be reinfected by others.

Impetigo, although one of the most common infections of the skin, is often not recognized and it is surprising how few people are familiar with the term. There is no other commonly used name for the condition. Often impetigo is mistaken for cold sores and fever blisters. These sores appear first as large thin, watery blisters, on the hands or face. In a few days thick crusts are formed and unless properly treated they continue to increase in size and thickness and other blisters appear until in extreme cases almost the entire body may be covered.

Cases should be excluded from school until, under vigorous treatment, the condition has so improved as to reduce to a minimum the possibility of infecting others. A few days is sufficient in most cases.

Ringworm has a variety of forms, all due to some type of fungus organism. Certain forms involve only the scalp, others affect the body. The most common form involves the feet and results in the condition known as “athlete’s foot.” This is most frequent in schools having swimming pools and gymnasiums. The condition is often



persistent and resists treatment although it is seldom anything more than annoying as a result of the itching and burning. It is not practicable to exclude from school all of those found to have athlete's foot as doing so in some schools would mean indefinite exclusion of a great percentage of the enrollment.

These forms of ringworm which involve the scalp and general body are less common and cases should be excluded from school. The condition begins in a small reddish, scaly patch, the center of which clears as it spreads, forming a ring. Such rings are most often located on the face, neck, wrists and hands. Cases should be under treatment by a physician.

### *Vision*

Although teachers realize the importance of vision, they are often uninformed in this area. *Conserving the Sight of School Children*, the report of a joint committee on health problems in education of the National Education Association, and the American Medical Association, gives the teacher an important place in a school program on eye health:<sup>4</sup>

Close association with the children throughout the school day places the teacher in a strategic position to contribute to any program designed for the protection of the eyesight of children. Through her day-by-day contact with the child, she is in a position to know whether he is progressing in his work. From the many significant behaviors of children that suggest the presence of visual difficulties, she may be led to make what investigations her skill permits, and when she suspects that some eye or visual difficulty may be responsible for the character of the child's work, to refer the child to the proper authority. In the relationship of mutual respect and confidence which marks the normal child-and-teacher contact, the teacher is in a position to learn some of the obstacles that may interfere with the parents' assuming responsibility for furnishing professional health service to the child. Through her knowledge of the child and his home, the teacher can give much significant information to the physician and the nurse. A recent study of school health procedures indicates that the contribution of teachers in this respect exceeds the expectation based on her preparation.

<sup>4</sup> *Conserving the Sight of School Children*, Publication No. 6 (National Society for the Prevention of Blindness, Inc., 50 W. 50th Street, New York), pp. 49-50.



The teacher's knowledge of eye hygiene and of the importance of working conditions with respect to eye hygiene helps her to evaluate the classroom conditions in terms of the child's needs; gives a basis for recommending changes desirable from the standpoint of eye hygiene; and makes it possible for her to know what adjustments in the environment will reduce the danger of eye-strain. The teacher is able to guide each child in making his own physical adjustment so that his work or the page from which he is reading will have the best light possible under the circumstances. Often she is faced with the need to adjust the demands of the school to the vision of the child so that the danger of eye-strain is minimized. Finally, since the classroom activities are largely those in which the child uses his eyes for the purpose of gathering information, the teacher is able to guide the child into the practices and attitudes that promote conservation of eyesight.

This same publication also gives the following list of behaviors and observable eye conditions which will be suggestive for teachers.<sup>5</sup>

#### EVIDENCE WHICH HELPS DISCOVERY OF VISUAL DIFFICULTIES

*Behaviors*

1. Attempts to brush away blur
2. Blinks continually when reading
3. Cries frequently
4. Has fits of temper
5. Holds the book far away from face when reading
6. Holds the book close to eyes when reading, or keeps face close to the page
7. Holds body tense when looking at distant object
8. Is inattentive during reading lesson
9. Is inattentive during wall chart, map, or blackboard lesson
10. Is inattentive during class discussion of field trip or visit to museum
11. Is irritable over work
12. Reads but brief period without stopping
13. Reads when he should be at play
14. Rubs the eyes frequently
15. Screws up face when reading

<sup>5</sup> *Ibid.*, pp. 34-35.

16. Screws up face when looking at distant objects
17. Shuts one eye when reading or covers one when reading
18. Thrusts head forward in an effort to see distant objects
19. Tilts head to one side when reading

### *Observable Conditions*

Obvious conditions include: crusts on lids among lashes, red eyelids, styes, swollen eyelids, and watery eyes. The child may also report dizziness, headaches, or nausea.

Observing the daily use of pupils' eyes is of much more significance in attempting to detect defects in vision than in using the Snellen Chart. Both the equipment needed and the procedures to be recommended for vision testing are discussed in detail in *Conserving the Sight of School Children* quoted from above and in Pamphlet No. 68 by James F. Rogers, also referred to earlier in the discussions of health.

### *Hearing*

Many persons whose hearing is impaired are not conscious of having this defect. If a pupil is slow in responding to oral questions or makes more mistakes in answering oral questions than written ones, the teacher should suspect defective hearing and examine the pupil. If the examination reveals discharging ears or any other conditions requiring medical attention, the teacher should refer the pupil to a physician immediately.

Hearing may be tested by an audiometer. If the school equipment does not include such an instrument, one may use the simpler watch and voice tests. Instructions for these tests are quoted from the manual "Health Inspection of School Children" already cited in this same section.<sup>6</sup>

Mark off 20 feet in 5 foot units. The spoken voice test is to be used. Care should be taken to use a uniform conversational tone throughout the testing. Do not raise the voice. Examine one child at a time, testing first one ear and then the other. The child should

<sup>6</sup> Don W. Gudakunst, "Health Inspection of School Children."

stand with the ear to be examined toward the examiner with his finger in the other ear. Ask a question or give some instruction as, How old are you, or Raise your right hand. The child's response will indicate his ability to hear. If unable to hear at 20 feet, move to 15 and then to 10 if necessary. If the child hears at 20 feet his hearing is normal. If the child hears at 15 feet but not at 20 feet his hearing is 20/30. If he hears at 10 feet but not at 15 he should be marked 20/40. If he cannot hear at 10 feet his hearing is worse than 20/40. After testing one ear turn the child about and repeat for the opposite ear. Avoid having the child look at you while testing, as many hard of hearing children are good lip readers.

Every child who is defective in either ear should have an examination by a competent physician in order to determine the cause and to see whether the hearing can be improved or at least prevented from becoming more defective. A student who has impaired hearing should be seated in the front of the room with his better ear, if there is a difference, turned toward the teacher. It is the responsibility of the homeroom adviser or whoever first discovers this defect to inform all of the other teachers in order that they may help the handicapped student to do as effective school work as possible.

### *Other Aspects of Health*

Normally every person should be able to breathe freely through both nostrils. A student who is continually unable to do so should have his nasal passages examined by a physician. Mouth breathing may be only a bad habit, but one that should receive attention and be corrected if possible. It is not always a sign of nasal obstruction. Too, bad breath is often a symptom of some disturbance and, when noted regularly, should receive medical attention.

The throats of pupils should be inspected since the throat is a source of possible infection to the entire system. After a bit of observation under the direction of a trained person a teacher can get a fairly adequate view of the throat. A wooden blade tongue depressor is of great assistance and if not placed too

far back will not gag the student. Enlarged or inflamed tonsils should be studied by the family physician. Enlarged lymph glands in the neck often accompany diseased conditions of the throat and are indices of the student's need for medical service.

Irregularities of the jaws or teeth, noticeable cavities, lack of proper mouth hygiene, should all be noted by the observant teacher. The assistance of local dentists in mouth examinations will do much to help educate pupils and teacher alike as to proper oral hygiene.

Serious defects of the chest are readily recognized by the watchful teacher. Frequently, little can be done to assist those so unfortunate. A teacher can, however, note whether or not a student can take a deep breath, whether or not a cough persists, and the ease with which a student gets out of breath. These are items of importance in judging the condition of heart and lungs. If the student departs appreciably from the norm in these regards, he should have medical attention and should be kept from overexertion.

Deformities, peculiar posture, excessive stooping, limping—all these should be heeded in attempting to view the "whole child." The human organism always attempts to maintain its integrity and in so doing frequently gives us cues as to the condition of our general health and the beginning of defects. It is by noticing unusual symptoms that we can frequently discover physical difficulties in their incipency and check the growth of what might otherwise become serious defects. Foot disorders are often the cause of, or at least related to, other physical difficulties. Many schools give foot examinations to all pupils. Some foot disorders can be prevented by aiding school pupils to learn to walk correctly and to wear properly fitting hose and shoes. In this area, as in the others mentioned, the school has a responsibility both in the way of prevention and of remedy.

*A Summary of Important Points for Observation*

A good summary of the points essential to the proper observation of physical conditions appearing below is taken directly from Rogers', "What Every Teacher Should Know About the Physical Condition of Her Pupils," and will serve as a helpful check-list.<sup>7</sup>

## General:

General impression of physique (age, race, and heredity taken into consideration)

Vigor or weakness

Alert or listlessness

Good or bad color

Cleanliness or uncleanness

## Face and lips:

Cleanliness

Pallor

Cyanosis or pallor of lips

Flush of fever

Signs of skin disease

## Hair and scalp:

Cleanliness and neatness

Signs of vermin or other disease

## Eyes and vision:

Frequent errors in reading words or numbers

Complaints of headache, pain, blurred vision

Holding book too close

Evidence of difficulty in seeing at a distance

Congested eyes

Red or crusted lids

Test with Snellen letters

## Ears and hearing:

Dullness and slow response

Presence of discharge from ear

Special test with audiometer, watch, or voice

## Nose:

Inability to breathe freely with mouth closed

## Throat:

Signs of inflammation

<sup>7</sup> Rogers, *op. cit.*, pp. 19-21, 24-26.



- Diseased tonsils
- Obstructing tonsils
- History of frequent sore throat
- History of rheumatism
- Teeth:
  - Decayed permanent teeth
  - Need of adjustment
  - Diseased gums
  - Uncleanliness
- Neck:
  - Enlarged lymphatic glands
  - Enlarged thyroid glands
  - Wry neck
- Chest:
  - Deformity
  - Rapid breathing, especially after slight exertion
  - Small expansion
  - Unequal expansion
  - Cough
- Back:
  - Round shoulders
  - Stoop
  - Projection backward of spine
  - Unequal height of shoulders
  - Unequal height of hips
  - Projection of one shoulder blade
- Arms:
  - Signs of skin disease
  - Coldness or bluish appearance
- Legs:
  - A limp
  - Unequal length or other deformity
- Feet:
  - Deformities
  - Shoes and stockings—shape, size, and condition
- Nervous disorders:
  - Speech defects
  - Involuntary movements
- Other conditions:
  - Restlessness
  - Frequent requests to leave room.

## SIGNS AND SYMPTOMS OF COMMUNICABLE DISEASE

The common communicable diseases are most readily transmitted in the earlier days of their onset, and a teacher can save health, perhaps life, and conserve time available for school attendance by observation as to whether children appear in their normal condition. Having become familiar with the physical appearance and behavior of the children, by careful observation early in the year, it should be a simple matter to recognize the onset of sickness.

Besides the general signs of listlessness, weakness, drowsiness, a flushed face, or undue pallor, there may be complaint of chilliness, of headache, the signs of a cold in the head, sneezing, running nose, red and watering eyes, coughing, vomiting, or complaint of sore throat; or an eruption on the face, neck, or arms may be present although such eruptions come comparatively late.

The list of symptoms is not a long one, and no special training is needed to discover them.

By means of a thermometer the presence of fever can be determined. A sick child has no business in school, but the development of fever makes it especially important that he be sent or taken home. If it seems inadvisable for him to go alone, he should be accompanied by an older pupil who has already had the usual infectious diseases.

While it is unnecessary (and unwise) for the teacher to attempt to specify the exact nature of the disease, it may be of use for her to know the more specific symptoms of each of the common diseases which develop during school life; and in time of an epidemic she should be familiar with the signs of the disease which is prevalent.

**MEASLES.**—Cold in the head, with sneezing, running nose, red and watering eyes, cough and fever. The eruption does not appear until the third day.

**SCARLET FEVER.**—Vomiting, sore throat, fever; a fine scarlet rash appears within 24 hours on the neck, chest, arms, and to some extent, on the face.

**DIPHTHERIA.**—General signs of illness. There may be vomiting or a chill or only prostration. The throat may be red and a patch of gray membrane present. Soreness may be complained of. Fever is present, though it is usually not high. A watery nasal discharge which irritates the upper lip should in time of epidemic make one suspicious of nasal diphtheria.

**TONSILLITIS.**—There is sore throat; there may be a chill or chilly sensations and usually high fever. There is much prostration. The

throat is very much inflamed, and yellowish spots may be present on the tonsils.

**SMALLPOX.**—Chill, fever, backache, nausea, and vomiting are usually present. The eruption appears on the second or third day. The symptoms may be very mild and the disease difficult to distinguish from chickenpox.

**CHICKENPOX.**—An eruption of discrete, red, raised spots appears usually first on the forehead. There may be fever, but other symptoms are slight.

**MUMPS.**—There is swelling of the parotid gland, in front of and below the ear or a gland below the jaw on one or both sides; there is pain in this region, especially on swallowing, and general signs of illness.

**GERMAN MEASLES.**—The symptoms are similar to those of measles but are mild. In about 50 per cent of cases there is no fever, and the first sign of the disease is the eruption which appears first on the face and consists of discrete spots of a deep pink color.

### *Period of Communicability*

The communicable diseases which have been mentioned are most contagious in their earliest days, and chiefly through the discharges from the nose and mouth, though they may be transmitted through some intermediate object which the sick and well have handled.

The skin eruption which accompanies some of these conditions usually appears after the disease has already reached a stage in which it is highly contagious.

The period during which it is communicable varies in different diseases. The time which a child who has such a disease should be isolated is determined by the health authorities of each State, and their rules are to be followed. The minimum periods are, for measles, 7 days from time of onset; for scarlet fever, 4 weeks, though it may be much longer if there are sores or discharges; for diphtheria, 2 weeks or more; for smallpox and chickenpox, until desquamation has ceased; for mumps until the swelling of the parotid gland has subsided; and for whooping cough, probably about 2 weeks after the "whoop" has ceased.

### *Incubation Period*

The time which communicable diseases take to develop after exposure differs greatly. For scarlatina the period is 2 to 7 days; for diphtheria, 2 to 5 days; for measles, 7 to 18 days; for chickenpox,

2 to 3 weeks; for smallpox, about 2 weeks; for whooping cough, 1 or 2 weeks.

#### THE SPEECH NEEDS OF ADOLESCENT PUPILS

The problem of speech is discussed immediately following the consideration of physical health needs, though as will be seen by the discussion, it could quite as appropriately have accompanied a discussion of emotional needs. In this area, as in the aspects of health previously mentioned, the teacher must be sensitive to the things that keep children from full growth. Associating daily with his pupils and being sensitive to their needs, he can frequently be of great assistance in preventing speech difficulties, in detecting disorders, and in carrying out a remedial program of speech reëducation.

Normal speech is that type of speech which does not call attention to itself. It should be like the well-dressed person, inoffensive and unobtrusive. The above standard is a social standard and for that reason will vary somewhat from community to community. One should try, however, to eliminate brogues and solecisms which would attract unfavorable attention outside the small group where they appear acceptable.

Since our civilization is a talking one, the problem of the social implications of speech peculiarities and disorders is serious. Speech difficulties have been found to accompany other social maladjustments and the speech handicapped are almost invariably poorly adjusted socially. The White House Conference Subcommittee on Speech estimated that one million school children between the ages of five and eighteen should have special attention in this field. The problem, then, is of significance because of the number of persons affected as well as the personal and social significance to each individual concerned.

Without a knowledge of normal speech development and behavior, one cannot be of much assistance in remedying speech abnormalities. The physical mechanism used for speech serves also as a food mechanism and in many cases is better adapted

to its use in the latter regard. Again, the breathing process is reversed when one is speaking. Thus it is seen that the mechanisms employed for talking serve other functions, and perhaps their function here is a secondary one. Although a child's first babblings may come in response to an urge to use these physical mechanisms, he soon senses the social or communicative value of these sounds. From this preliminary babble he selects and repeats certain sounds whose utterance brings pleasurable physical sensation and others that bring him favorable attention from other human beings. Naturally he will be guided in his selection by the speech models about him. The parents thus may slow up, speed up, stop, or divert the course of speech development of a child. Speech, as we know it, is as much a social creation as it is a physical and mental skill.

Since speech is one of the latest human skills to be acquired, it is less stable than some of the more elementary skills. Anything that disturbs the poise, the nervous stability of the individual, may result in some type of speech difficulty. It is impossible to think of speech impairment or difficulty as an isolated problem, for it is closely interwoven with the problems of health, school success or failure, and all kinds of social relationships. As in many other areas of maladjustment, the younger the child is when his difficulty is detected and the earlier the remedial program is begun, the greater the chances of improvement and ultimate recovery. Not only are younger children handled more easily, but they are much less conscious of the social implications of the speech defect.

In this aspect of pupil need, as in those of physical health, interested teachers can be almost as efficient as highly trained workers in the problem of recognizing and identifying speech disorders. Although they cannot and need not be specialists in this field, it is possible for them to be well enough informed to recognize more serious cases which require the services of a specialist. The specialist will, however, often need to rely upon the teacher to carry on a part of the remedial program. When-



ever possible, those with speech difficulties should be given their remedial training in the normal school situation. Thus, teachers should know and be able to apply many of the routine techniques.

Again, all teachers can avoid intensifying the speech difficulty of a student. One of the best ways is to provide group activities, such as reading in chorus, and from these lead the pupil to individual activities, such as reciting—when he can do so successfully. The teacher can aid the handicapped pupil to take a proper attitude toward overcoming his handicap. Too, he can help by creating a friendly social situation in which the handicapped individual is neither a figure for sentimentality nor a target for ridicule. Upon an adolescent's success or failure in achieving normal social contacts in the classroom may depend his success or failure in developing a well-rounded personality.

#### THE EMOTIONAL NEEDS OF ADOLESCENT PUPILS

Another area of adolescent need, not often provided for, is the area of emotional development. The school has been altogether too willing to leave these needs to the home and other agencies. It has apparently assumed that the child left his emotional life behind when he entered the school-room. The "whole child" goes to school, and the educational process cannot affect one area of his life without affecting other areas. It is the judgment of many people today that the school should give far more attention and thought to helping the young grow up emotionally than has been the case heretofore. Of course, the adolescent is not unique in having emotional needs which, unless satisfied, will leave him discontented and frustrated. Major attention is given in this book, however, to the adolescent and his needs.

What are some of the basic urges, or emotional drives of the adolescent? Some of the more common urges or drives are:

1. Desire for social approval
2. Quest for the new

3. Desire for success
4. Desire for security
5. The need for independence

### *Desire for Social Approval*

Normally, all persons desire the approval of their fellow-men. The urge for social approval is particularly strong in the adolescent. He will battle for his school, fight for his chum, and even endanger his life to win the approbation of his group. Used properly, this urge is one of the finest motivating forces that could be placed in the hands of a teacher. He should, however, be careful to use it constructively, and as seldom as possible in a negative way. Instead of attempting to shame the pupil who does something contrary to the social good, he might better commend the pupil who is mindful of the welfare of the group. The teacher should be careful to set up only those standards which are justifiable, desirable, and attainable for any given group. By calling attention to desirable acts and by commending the student who puts into practice the principles of the "good life," the teacher can make desirable social behavior the fashion in any given situation.

The negative side of this urge for social approval is social disapproval. If used sparingly, it is a very effective device. Ignoring an act is sometimes one of the most telling means of registering disapproval.

A question which the teacher should frequently ask himself is: To what extent am I making it possible for all students to gain group approval in socially desirable ways?

### *Quest for the New*

Adolescents, perhaps somewhat more than younger or older students, are attracted by whatever is novel. They are less interested in drill and are more concerned with the fresh, the strange, or the unfamiliar. Since the school often provides little legitimate outlet for this urge, we find boys running away from school and home, boys and girls affecting bizarre costumes and

manners. It is believed by many students of adolescent psychology that even within the present school pattern much more opportunity could be given to fill this need. Trips, excursions, exchange of publications, correspondence with adolescents in other sections of this and other countries, interscholastic contests of various kinds, dramatics—all of these have unusual possibilities for the alert teacher of pupils of this age who desires to help them in satisfying this urge.

### *Desire for Success*

The teacher can do much to help adolescents achieve success. In the first place, in his own classroom he can provide a situation in which every child has a chance to succeed at something. Again, he can help the adolescent plan his educational program, both curricular and extracurricular, wisely so that it will include activities in which he is fairly certain the pupil can succeed. The teacher should always keep in mind that the pupil's conception of success and of what is worth while is modified considerably by the philosophy of the teacher as the teacher lives it. Every adolescent has a right to succeed, to gain the satisfaction that comes from victorious accomplishment, and if the teacher, who is, after all, nearest to the individual student, does not make this possible in the classroom and in the adolescent's choices, he misses an opportunity, perhaps the only one ever offered, to build stability into the emotional pattern of the adolescent.

### *Desire for Security*

A feeling of security is one of the powerful constructive forces in personality integration, especially during adolescence. Two forces destructive of a feeling of security are fear and failure. Desire for security is in part the feeling of being wanted, of being given assurance that one's presence and contribution are welcome. The school can do much to eliminate the disintegrating fear of not being wanted by making every adolescent

feel that he has a place in the social group of which he is a member, that he is wanted, that he has something to contribute, and that he is not in danger of being cast out from his group. A student may already have a feeling of insecurity, acquired, perhaps, by living in an unstable home environment. In that case, the teacher must be very sure that he makes the pupil feel welcome and thus begins to build the feeling of security. Encouraging and recognizing participation in group affairs is a relatively sure way of fostering this feeling.

### *The Need for Independence*

The adolescent should be given an opportunity to assume gradually adult responsibility. Denial of this privilege and right will bring about undesirable reactions. One adolescent may rebel and leave home; another may acquiesce and become over-dependent. Teachers face the major responsibility of helping adolescents "untie the apron strings" that have bound them in their earlier years. The home, and especially the school, must be a laboratory in which the adolescent is enabled increasingly to make plans, to carry responsibilities, and to accept consequences. This maturing does not take place by chance, but results rather from careful planning, based upon a sympathetic understanding of the adolescent and his needs, on the part of those in authority. Independence cannot be given; it must be achieved. The entire process must be a gradual one in which each new task is undertaken after the successful completion of a task which served as a preparation for the new one.

Throughout the entire program of the school, whether within the classroom or the larger school setting, there is an excellent opportunity to enable youngsters to gain their independence gradually, to assume progressively difficult responsibilities. This opportunity too often is neglected. It may be that, lacking supervision, the pupils fail in the management of the activities and do not grow toward deserved independence. Or it may be that the school authorities are like the athletic coach who told a

parent, "Sports are to develop initiative," and then almost in the next breath told a substitute player as he sent him into the game, "Now get in there and do as I told you."

#### THE NEED FOR SATISFACTORY SEX ATTITUDES

All too frequently when adults see adolescents making awkward but real endeavors to get along with the other sex, they regard them with suspicion or with levity, neither of which is appropriate. The problem of helping students to establish normal attitudes toward the opposite sex is a particularly difficult one now. Fortunately, many of the old taboos are gone, but, unfortunately, few new controls have been set up to guide young persons in making socially desirable adjustments.

Students cannot learn to live in a world peopled by two sexes if the problem of sex is continually ignored. The school can do at least three things to aid adolescents to make normal growth in this area:

1. It can assist the pupil to secure more accurate information about sex.
2. It can teach such information in a more natural way, taking a more matter-of-fact attitude toward this subject than is frequently taken.
3. It can help adolescents develop social skills in getting along with the other sex.

To ignore this aspect of life, to permit incorrect emotional attitudes, or to segregate the sexes is, in the viewpoint of the authors, to dodge the issue. The teacher should consider the problem real and important, should face it squarely, and should help the adolescents achieve healthy attitudes in this regard in order to assure for them normal adolescent and subsequent adult living. The information can perhaps best be given in some subject class, such as physical education, biology, or home economics, where it can be introduced quite naturally. Often no assistance is given adolescents in making their adjustment in



this area so full of possibilities for happy adjustment or for maladjustment. A sympathetic and wise teacher can eliminate, or at least control, such problems as boys who are "girl crazy" and girls who are "boy crazy" or the equally distressing problems at the other extreme, the boys who shun and hate all girls and the girls who pose as "man-haters."

#### THE NEED FOR VOCATIONAL GROWTH

It is neither expected nor desirable that a twelve- or fourteen-year-old adolescent have carefully thought out vocational plans. Yet when we find that adolescents in the twelfth grade are no more mature in their thinking in the area of vocations than are seventh-graders, then we should wonder whether the school is assisting students to grow up vocationally. Adolescent self-respect, the development of normal sex interests with a culmination in marriage, the entire process of gaining one's independence—all of these are dependent upon a satisfactory vocational adjustment.

Three factors involved in assisting the adolescent to grow up vocationally are:

1. He must be helped to gain a realization of his interests, abilities, strengths, and weaknesses.
2. He must have an opportunity to gain knowledge about and insight into the vocational world of which he will soon be a part.
3. He must be assisted in thinking through the relationship of his abilities and interests to the educational and vocational opportunities open to him.

The authors believe that it would be of value to adolescents to be assisted in taking an inventory of themselves. Businesses and schools are called upon for yearly or more frequent accountings. The medical and the dental professions urge the value of yearly examinations in their own respective fields. Yet many adolescents go through from four to eight years of secondary education without ever having been assisted to a realization of

their own resources in relationship to the problem of earning a living. The teacher is in a more strategic position to assist with this problem than is the home. Parents usually are blinded by their affection for their own children to such an extent that they overestimate ability and discount weaknesses. The teacher has enough adolescents under his charge to become more objective toward a pupil; yet his relationship has been intimate enough so that he can frequently see the "whole child" better than the expert who has to rely solely on objective measures. The teacher can therefore strive to be both human and scientific.

Adolescents can be led to look about them at the vocational work, to undertake try-out and exploratory experiences and to take more interest in persons at work. An alert teacher can have representatives of various occupations come to the classroom and the homeroom to discuss their respective vocations. In these and other ways, extending over a relatively long period of time, the teacher can effectively give instruction in the choice of and definite information regarding occupations.

A new and a most wholesome development in the presenting of occupational information is the grouping of occupations requiring similar abilities into families or constellations.<sup>8</sup> Thus an adolescent is stimulated not to select a specific occupation but to choose first the area of his greatest ability and interest and then to consider an occupation on the level of ability in this area for which his aptitudes seem strongest. One whose interest lies in the scientific area may be better suited to do mechanical than creative work. This method of choosing first a general and then a specific area enables the adolescent to see that a choice is not made in a day but is the result of a long-time process. It also encourages him to take into consideration all the legitimate motives of vocational choice: earning a livelihood, being of service to humanity, and achieving an opportunity for self-expression.

<sup>8</sup> E. G. Williamson, *Students and Occupations* (New York, Henry Holt and Co., 1937), pp. 32-35.

### RECREATIONAL NEEDS

Leisure may be defined as the pursuit of those activities in which one engages for its own sake. In work activities one usually strives toward a goal or objective outside of the activity itself. A monetary award or a sense of compulsion may be the motivating influence. In recreational activities the dominant aim is enjoyment or satisfaction in the activity itself. There is neither a thought of reward nor a sense of obligation to participate. It may thus be seen that whether an activity is work or recreation for any given individual depends more on his attitude toward it than on the particular type of activity concerned.

Pupils often feel that much of the regular classroom activity of secondary school is of the work type. In the field of the extra-curricular their reactions would more often indicate that these activities are recreatory and leisure-time experiences. Although the school day seems long both to teachers and pupils, most pupils have many waking hours that are not used for work activities. There are tremendous possibilities in leisure activities to meet many of the genuine needs and interests of adolescents. A more complete discussion of the possibilities of these activities both within the school and in the larger community will be given in later chapters. The topic is mentioned here merely to assist the reader in completing the picture of the needs of adolescents.

### THE NEED FOR A PHILOSOPHY OF LIVING

Formerly the school as the handmaiden of the church attempted to fasten upon each adolescent a pattern of thought or a philosophy related to ultimate and supreme values. A philosophy is merely a way of looking at things; it connotes one's sense of relative values. More recently the school has not outwardly attempted to shape the students' outlook on life. It is here proposed that it is the function of the school to assist adolescents in formulating a satisfying philosophy of life, not by

imposing a pattern upon them, but rather by providing situations and leadership that will give them opportunity and stimuli to think through their problems for themselves. Much of this type of guidance can be carried on by classroom teachers.

In this chapter, the authors have attempted to increase the teacher's understanding of the adolescent pupil and his needs. Although many of these needs have been considered separately and independently of the others, the aim has been to show not only the intricacies of the individual problems but also the complexity of their interrelationship. Having acquired the background necessary for understanding his pupils, the teacher should now consider the ways in which an organized program of guidance can be carried on through the classroom and the homeroom.

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## Chapter IV

### TEACHERS STUDYING THEIR PUPILS

In the previous chapter much consideration was given to the persistent problems and needs of adolescents. It was felt that such a background of information would be of value to a teacher in preparing him to work with adolescents. The purpose of this chapter is not to present further information about adolescent pupils but rather to suggest definite procedures by means of which classroom and homeroom teachers can learn to know intimately the thirty or forty students whose growth and development are under their guidance. One of the most important functions of guidance is to study the individual pupil in order to discover his abilities, interests, and needs and thereby to help him make an effective adjustment to school life and to give shape to his future plans. Even more attention might well be devoted to the guidance tools now to be discussed. References listed at the close of the chapter can profitably be read.

Among various means of value to the teacher in learning about his pupils, the following are suggested:

1. An adequate record system
2. An individual guidance record
3. A physical examination
4. Observation
5. A survey of study habits
6. Autobiographical sketches
7. Anecdotal records
8. A record of a pupil's daily schedule
9. A testing program

#### AN ADEQUATE RECORD SYSTEM

The value of adequate records in counseling and advising with students is almost inestimable. Yet teachers as a group

apparently do not appreciate the value of records for guidance purposes. Some one has said that medicine began to take on status as a profession built upon science when doctors began to make records of symptoms, diagnoses, and treatments. Whether or not that is true, it is certain that a cumulative record, carefully compiled over a number of years and touching many aspects of a student's growth and development, is one of the best sources of pertinent, helpful information for both adviser and advisee.

School records in the past have been used almost entirely for administrative purposes, for making an accounting of an entire grade or school. The guidance program is concerned with those records which are most serviceable to the individual teacher or adviser in working with a particular student. These records are not to replace the administrative records filed in the office, but to supplement them and to provide the counselor with information needed to do a satisfactory job. Some items will appear both on the records kept in the office and on those in the care of the homeroom teacher or adviser. This does not mean duplicated work in the sense of wasted effort but rather an attempt to make the records usable. Many businesses make out records in triplicate so that the pertinent information can serve different purposes.

The authors' experience indicates both the need and the value of having in the teacher's possession an individual manila folder for each of his advisees. This is a simple device which can be used advantageously. The manila folder should contain all of the pertinent information obtained from the school from which the pupil has been transferred. It is suggested that the facts needed for the administrative records in the office be copied from the transferred record, and that the complete transferred record remain with the teacher or adviser. This record should be carefully guarded by the teacher. The folder should contain the record of the student's grades and the scores on any standardized tests which he may have taken either in the school from which he is transferring or as a part of the

program of pre-admission advisement. A copy of his individual program and any further data supplied by the transferring school should be placed in this folder. Thus the record should not start with the pupil's life on entering the secondary school but should contain much pertinent information about what has transpired before the pupil's entrance. This is, of course, only the beginning of the material to be placed in an individual's folder. There should also be a record of all the results of the techniques and procedures to be mentioned later. This folder should be kept by the homeroom teacher throughout the pupil's stay in the secondary school. After the pertinent data have been copied from it for the school to which he is transferring, it should be stored in a file in the general school office.

#### AN INDIVIDUAL GUIDANCE RECORD

It is valuable to keep an individual guidance record in the form of a booklet. This booklet is started by the student and his adviser at entrance and continued as the student's individual record throughout his secondary-school life. It is of great value both to the adviser in learning of the student's growth and progress and to the individual student as a means of becoming increasingly intelligent about himself. An exact copy of such a record folder is reproduced on pages 77-83 through the courtesy of its author, Dr. Harold D. Richardson, of Deerfield-Shields Township High Schools.

A similar blank which has been used in the Hickman Senior High School of Columbia, Missouri, is reproduced in the appendix. It touches upon the areas of school life and activities, study habits, social relationships, leisure interests, work interests, and plans for the future.

Probably neither of these forms will be entirely appropriate for any other school system. Each school, through its own teachers, should prepare a record form to be used by pupils and advisers from the time of the pupils' entrance until they leave the school. In a school in which such devices are introduced

INDIVIDUAL GUIDANCE RECORD  
DEERFIELD-SHIELDS TOWNSHIP HIGH SCHOOL  
HIGHLAND PARK AND LAKE FOREST, ILLINOIS

*Prepared by*

H. D. RICHARDSON  
*Director of Research*

*To the Student:*

This booklet has just one purpose—to help you. It is called an Individual Guidance Record.

First it is called "*Individual*" because it will contain information about *you* which you and your adviser will need to help you get the most out of your four years in high school. Each year you and your adviser will consider and record your interests, character traits, outside activities, and plans for the future.

Second, it is a "*Guidance*" booklet because through the material it will contain your adviser will be able to guide you in making important adjustments and decisions which will affect not only your high-school work but also your life after graduation.

And third, in order to plan wisely for each succeeding year, you will want a Record of what you have already accomplished. From this record you and your adviser can consider not only what you have done, but also what you are fitted to do—and do well.

Student's Name \_\_\_\_\_ Boy \_\_\_\_\_ Girl \_\_\_\_\_  
Last First Middle

Date of Birth \_\_\_\_\_ Place of Birth \_\_\_\_\_  
Month Date Year

Home Address \_\_\_\_\_ Phone \_\_\_\_\_  
Street City

Father's (or Guardian's) Name \_\_\_\_\_

Father's (or Guardian's) Occupation or Business \_\_\_\_\_

Father's (or Guardian's) Business or Work Address \_\_\_\_\_

Supplementary information and notes:

#### HEALTH AND PHYSICAL RECORD:

*Directions:* Your adviser will fill out this section of your Individual Guidance Record from information obtained from the annual physical examinations and reports from the School Nurse.

Year					
Date					
Hearing					
Vision					
Teeth					
Tonsils					
Heart					
Lungs					
Major illness					
Major operation					
Chronic illness or defect					
Posture—Corrective gym					

Supplementary information and notes: You and your adviser may wish to note other factors related to good health and physical adjustment; e.g., height, weight, speech defect, handedness, motor coordination, nutrition, sleep, exercise, etc.



# **HIGH SCHOOL INTERESTS AND ACTIVITIES RECORD:**

*Directions:* You will fill out this page of your Individual Guidance Record under the direction of your adviser. You should record accurately the activities in which you have participated during the year, both in and outside of school. Your educational and vocational interests and preferences should be recorded after thoughtful consideration.

	Year				
	Date				
Varsity athletics					
Intramural sports					
School organizations Officer Member					
Out of school activities					
Subject liked best					
Subject liked least					
Hobby					
Work experiences					
Favorite kind of book					
Favorite magazine					
Favorite kind of recreation					
Artistic interest or activity; music, drawing, dramatics, etc.					
Other interests and activities; e.g., travel, unusual experiences					
Honors, awards, marked achievement, scholarship					

Supplementary information and notes: You and your adviser may wish to note other interests, activities, and experiences that are related to your educational and vocational plans.

## PERSONALITY AND CHARACTER RATINGS:

*Directions:* Once each year three of your teachers will rate you on the seven characteristics of behavior listed below. After these ratings have been recorded on your permanent record card in the main office, they will be recorded in this section of your Individual Guidance Record. The highest possible rating is 20; the lowest is 0.

Year					
Date					
How vigorously does he attack and apply himself to his work?					
How well directed and effective are his methods of work?					
How successful is he in influencing and directing the activities of others?					
How actively does he share in common group undertakings?					
How straightforward is he in his dealings with others?					
How well does he control his emotions?					
How readily is he accepted socially among his fellows?					

Supplementary information and notes: You and your adviser may wish to note comments, incidents, or anecdotes that further serve to describe or evaluate your personality and character.

## EDUCATIONAL GUIDANCE RECORD:

*Directions:* You will use this page of your Individual Guidance Record to plan your four year program of studies. You will make this plan of your high school program of studies under the direction of your adviser.

### High School Program of Studies

Freshman Year 19\_\_\_\_ 19\_\_\_\_

Sophomore Year 19\_\_\_\_ 19\_\_\_\_

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Junior Year 19\_\_ 19\_\_

Senior Year 19\_\_ 19\_\_

Additional Year 19\_\_\_\_ 19\_\_\_\_

### Graduation Requirements

- (1) English Major \_\_\_\_\_ E1, E2, E3, E4, E5, E6  
(2) \_\_\_\_\_ Major \_\_\_\_\_  
(3) \_\_\_\_\_ Major or \_\_\_\_\_  
Minor  
(4) Mathematics Minor \_\_\_\_\_  
(5) Science \_\_\_\_\_ Sc \_\_\_\_\_ Sc \_\_\_\_\_  
(6) U. S. History \_\_\_\_\_ SS11 \_\_\_\_\_ SS12 \_\_\_\_\_  
(7) Phys. Ed. \_\_\_\_\_ 1, 2, 3, 4, 5, 6, 7, 8  
(8) Swimming requirement met \_\_\_\_\_ Date \_\_\_\_\_

**SCHOLASTIC ACHIEVEMENT RECORD:**

**SCHOLASTIC ACHIEVEMENT RECORD:**

**Directions:** You or your adviser will use this page of your Individual Guidance Record to record the grades you earn in each of your school subjects. The record of six weeks grades is optional with your adviser.

\_\_\_\_\_ Year 10 \_\_\_\_\_ 10

Sophomore Year 19\_\_\_\_ 19\_\_\_\_

[illegible][illegible]

Junior Year 19\_\_\_\_ 19\_\_\_\_

[illegible]

Senior Year 19\_\_\_\_ 19\_\_\_\_

[illegible]

## Additional Year 19\_\_\_\_ 19\_\_\_\_

[illegible]

CUMULATIVE  
SCHOLASTIC RANK IN CLASS

Tenth of Class	P.R.	Year	Year	Year	Year	Year
		Class	Class	Class	Class	Class
Top	10th	90				
	9th	80				
	8th	70				
	7th	60				
	6th	50				
Middle	5th	40				
	4th	30				
	3rd	20				
	2nd	10				
	1st	0				
Bottom						

Supplementary information and notes: You and your adviser may wish to record here special concessions granted, irregular procedures approved, and important decisions that affect your high school program of studies.

# OCCUPATIONAL AND COLLEGE GUIDANCE RECORD:

**Directions:** You will fill out this section of your Individual Guidance Record with the aid of your adviser. Since your high school program of studies will be arranged in view of your educational and vocational plans, you will need to consider carefully each of the questions in this section of your Individual Guidance Record.

Year					
Date					
Do you intend to finish high school?					

Fill in this part if you *do not* plan to go to college or to some other institution for further education or training

What occupation or vocation do you plan to follow after you leave high school?	1st Choice					
	2nd Choice					
Are you planning your high school program of studies in view of these choices?						
What sources have you used to acquire information concerning the qualifications for, and opportunities in, these vocational fields?						

Fill in this part if you plan to go to college or to some other institution for advanced education or training

What college or other institution do you plan to attend?	1st Choice					
	2nd Choice					
Why have you chosen these institutions?	1st Choice					
	2nd Choice					
Have you studied the catalogues to become acquainted with the latest entrance requirements of these schools?						
Are you planning your high school program of studies to meet these requirements?						
Have you estimated carefully the cost of attending these schools? What is your estimate?						
Will you need some financial assistance? About how much?						
Are you able and willing to earn your way through college?						
What opportunities exist for part time work?						
Will your scholastic record enable you to qualify for a scholarship?						
What profession or career do you expect to follow after you finish college?	1st Choice					
	2nd Choice					
What sources have you used to acquire information concerning the qualifications for, and opportunities in, these career fields?						

Supplementary information and notes: You and your adviser may wish to use the following pages of your Individual Guidance Record for recording briefly additional information and data relating to your social, recreational, educational, and vocational adjustments and plans.



for the first time the amount of help and assistance received from this simple form is almost unbelievable.

#### A PHYSICAL EXAMINATION

Every student entering a new school should have a thorough physical examination under the direction of a competent physician. Thereafter, all secondary-school students should have yearly check-ups. Whenever possible, this annual physical inventory should be made by a physician. If this is impossible, the services of a school nurse and of experienced physical-education teachers are valuable. The authors believe that it is of great value to have the adviser or homeroom teacher present at the examinations of his own pupils when members of his own sex are being examined. The adviser or teacher may very well assist in such matters as ascertaining height and weight and in entering the pertinent items on the record card. It will be recalled that the whole area of the physical health of the secondary-school pupil was treated in detail in the preceding chapter. By acquiring an adequate understanding of health needs, the adviser or homeroom teacher will be able to be of aid not only through assisting with the physical examination, but also through engaging in a continuous program of health inspection and health education for the benefit of his advisees. It is well to invite parents to be present at such an examination in order that they may initiate preventive and remedial measures when such are recommended.

It may be thought that because there are no school doctors or nurses in their school systems it is impossible to have complete physical examinations for entering pupils. It is not expected that many of the smaller schools will have these medical services readily available. However, one of the responsibilities of the person in charge of such a school unit is to see that such services are made available. In most small communities the head of the school can easily arrange with local doctors and dentists to share in this service at a nominal cost to the school.

The school will have to alter its program for a day or more to do this, but the results will more than compensate for any irregularity in a daily program. Medical men and dentists actually profit from rendering this service since the school itself does not prescribe treatment but suggests to the parents that they take the youngsters to their family doctor or dentist for treatment. If there are four doctors in a community, each would be asked to make his share of the examinations. If one doctor refuses, he usually finds that he is the loser and is, consequently, more than willing to coöperate in succeeding years. The authors are acquainted with a number of secondary schools where similar arrangements to the above have been made and completed with satisfaction to all concerned.

Boys participating in any interscholastic sport should have an examination at the beginning of each season of the sport in which they plan to participate. Special attention should be given in this check-up to heart and lungs. Many a boy has played on the school team when a pre-season examination would have revealed that he should not have been permitted to do so. Boxers are required to pass rigid physical examinations before entering the ring in most states. Certainly, we should not do less for immature and growing boys.

After the physical examinations are completed for any homeroom group and the facts recorded on cards for the individual folders of the pupils, the most important work begins. In some schools a form letter signed by a school official is sent to the parents giving the results of the examination with the recommendations made by the doctor or dentist. This is worth while, but it would be more valuable to have the adviser or homeroom teacher write a personal note to the home and, where any recommendations are suggested, request that the parent come to the school to talk over the recommendations. This proposal has two advantages. In the first place, there is likely to be more immediate action by the parents in carrying out the doctor's recommendation for they will be more impressed with its im-

portance. In the second place, it will enable the adviser or teacher to make a parent contact at a time when the school is concerned with the welfare of the individual student.

All too often physical examinations are given, facts are recorded on cards filed in the central office, and nothing further is done. The adviser should assume partial or entire responsibility for getting the pertinent information to the parent. This will assist in fulfilling the teacher's obligation as one genuinely interested in the "whole child."

In addition to his part in health examinations and the program resulting from them, each adviser should be so sensitized to the health needs of those under his care that he is daily observant of the possibility of such things as rashes, headaches, general weakness, recurring colds, inflamed eyes, inability to see or hear normally, books held too close to the eyes, sleepiness in class, and other important symptoms of ill health. The purpose of the section on health needs in the preceding chapter was to give teachers enough information and incentive to become health-conscious for those under their charge. A teacher who is well informed in this area and interested in assisting pupils will not scold the boy who dozes regularly in his class. He will handle this as a health problem and attempt to find a solution. Insufficient understanding of health problems will be dangerous only if the teacher goes beyond his bounds and attempts to diagnose or prescribe. The diagnosis and prescription should always be left to the physician. The teacher should strive to eliminate school conditions which might be causing the difficulty and then ask the family to aid in searching further for the cause. This will often mean encouraging the family to send the boy or girl to the family doctor.

#### OBSERVATION

Observation is one of the finest ways of learning about students and is within the ability of all teachers. No elaborate equipment is necessary. All that is needed to begin observation

is an interest plus knowledge about the possibilities, the techniques, and the limitations involved. All of our experience and most of our information come to us through our sense organs. In many realms we must still rely largely on observation as our principal means of study. The scientific method attempts principally to reduce the errors of observation. Direct observation is a complement to tests and other objective devices. Its use in the health area was indicated in the preceding chapter. Some suggestions which will help in making observation a valuable aid in many aspects of guidance are:

1. Be sure your own sense organs are efficient. Many teachers fail to note defects in others because they are not conscious of their own defects.

2. Attend to things at definite times. During a study period watch the reading habits of pupils. Note how they hold their books. When pupils enter in the morning, note signs of rashes or any unusual changes in appearance. To check on the social behavior of students, it is very helpful to observe them at some free time such as before or after school.

3. Strive to improve your ability to make accurate estimates and by so doing to make your observations more valuable. Practice in this area, as in others, tends to improve these abilities.

4. Do not spend a great deal of time interpreting what you see until you have had ample time for observation. It is always helpful to separate the observation and the interpretation of that which was observed. Many times an observer jumps to conclusions before he has observed all that is transpiring. When teachers first begin to record their observations, they are likely to write too much of their own interpretation and not enough of what they have actually seen or heard.

5. Select and define that which you wish to observe. Frequently a good observer makes a general survey first, or a "finding observation" as some call it. At such a time he merely surveys a total situation. Later he directs his observation to certain items ignoring all others. An illustration of this might be the visit of a teacher to the classroom of another teacher. During the first few minutes of his visit he attempts to take in the whole picture, the physical equipment of the room, the apparent attentiveness or inattentiveness of the class, the voices of teacher and pupils, and overt evidences of mis-



behavior. This part of the observation is the general survey or finding aspect. Soon, however, he begins to observe the one or more specific things to which he wishes to direct his attention. It may be the questions, noting the number, type, and the character of the responses. Or it may be that he desires to make an attention inventory of the class, counting at minute intervals the number of students who are attentive and the number who are not attentive. The observation will be of greatest value if it is specific in character and is an attempt to find answers to definite questions in the mind of the observer. In the finding type of observation the best record is a running commentary of the diary type. For directed observation, a check-list or some other very objective type of tally sheet is best. Records of observations are of great value and should be made as soon after each observation as possible.

Teachers have found it to be desirable to make individual attention profiles for some students. The authors knew a boy who each night carried books home from school. His folks objected to the home study. The boy apparently had enough time to study in school. He was observed for two complete periods in the study hall. When shown his attention profile, the startling fact was revealed to him that he actually studied less than ten minutes out of each fifty-minute period he spent in the study hall. The remaining forty minutes of each period he squandered sharpening pencils, getting dictionary and other work materials, attempting to find out the assignment from his neighbors, getting a drink, going to the toilet, and visiting. After seeing this graphic picture, the boy improved his study habits enough to make it unnecessary to take books home for study in the evening.

All too often the homeroom teacher is inclined to think of the boy who is restless, aggressive, and overt in his behavior as being the least well-adjusted boy. Actually the one who is diffident, shy, reserved, and happy not to have much attention is the one who should probably be observed most closely. He is the one who is often most in need of friends or in need of a kindly adviser to urge and interest him in becoming more of a



participant and less of a spectator. During observation periods teachers should notice tasks completed as well as noticing pupils who fail to complete their responsibilities. Teachers should also notice pupils who are overactive, as well as those who are underactive.

#### A SURVEY OF STUDY HABITS

In attempting to discover the needs of pupils, it is necessary to know something of the study habits, both of the group and of the individuals within the group. Several instruments have been devised to assist in making such a survey. Wrenn has made available a "Study Habits Inventory,"<sup>1</sup> which has been used with success in many school systems. Endicott devised a check-list of items, the answers to which seemed to differentiate those with generally good and those with generally poor study habits. Some questions from the Endicott check-list are reproduced here with his permission. It is believed that this list will be suggestive to teachers and homeroom sponsors in making up a check-list of their own.

#### SCHOLARSHIP SCHEDULE

##### A CHECK-LIST FOR USE IN EDUCATIONAL GUIDANCE AND COUNSELING

Frank S. Endicott  
Assistant Professor of Education  
Northwestern University

##### *To the Student:*

In order that your advisers may have some definite and accurate information concerning your scholastic problems and difficulties, you are asked to indicate your frank and honest answers to the following questions. Each question is preceded by three pairs of parentheses, as follows: Yes ( ) No ( ) ? ( ). Indicate your answer by making a cross (X) within one pair of parentheses.

<sup>1</sup> Gilbert Wrenn, "Study Habits Inventory" (Stanford University, California, Stanford University Press, Revised Edition, 1934).

A CHECK-LIST FOR USE IN EDUCATIONAL GUIDANCE AND  
COUNSELING—*Continued*

Answer yes or no if possible, even though the answer is a general one. The questions do not apply to this particular class, but to your school work as a whole. Your answers will have no bearing whatever upon your mark in this or any other subject or course.

- |                            |   |
|----------------------------|---|
| Yes (   ) No (   ) ? (   ) | 1. Are you a slow reader?   |
| Yes (   ) No (   ) ? (   ) | 5. Do you consider yourself as bright as ordinary students?                     |
| Yes (   ) No (   ) ? (   ) | 6. Do you enjoy reading and studying from books?                                |
| Yes (   ) No (   ) ? (   ) | 7. Are you usually systematic and methodical in your work?                      |
| Yes (   ) No (   ) ? (   ) | 8. Do you usually look up new words in the dictionary?                          |
| Yes (   ) No (   ) ? (   ) | 9. Do you keep a record of assignments in a notebook?                           |
| Yes (   ) No (   ) ? (   ) | 10. Do you often leave a lot of tasks unfinished?                               |
| Yes (   ) No (   ) ? (   ) | 11. Is it hard for you to understand the material in your texts?                |
| Yes (   ) No (   ) ? (   ) | 12. Is it difficult to understand the explanations of some of your instructors? |
| Yes (   ) No (   ) ? (   ) | 13. Do you usually read an assignment twice?                                    |
| Yes (   ) No (   ) ? (   ) | 14. Do you make written notes or outlines of text materials?                    |

- Yes ( ) No ( ) ? ( ) 15. Do you often fail to complete ALL of the assignment?
- Yes ( ) No ( ) ? ( ) 17. Do you feel that you know your instructors personally?
- Yes ( ) No ( ) ? ( ) 18. Do you ask your instructors questions about the lesson when things are not clear?
- Yes ( ) No ( ) ? ( ) 19. Do you sometimes fail to take down the assignment when it is given?
- Yes ( ) No ( ) ? ( ) 20. Do you often let your studies go when some person asks you to go somewhere?
- Yes ( ) No ( ) ? ( ) 21. Do you have difficulty expressing your ideas clearly in writing?
- Yes ( ) No ( ) ? ( ) 22. Are there home problems or worries that bother you a great deal?
- Yes ( ) No ( ) ? ( ) 23. Do you frequently volunteer in class?
- Yes ( ) No ( ) ? ( ) 24. Is there some physical defect that interferes with your studies?
- Yes ( ) No ( ) ? ( ) 25. Do you have difficulty making a complete recitation in class?
- Yes ( ) No ( ) ? ( ) 26. Are you worried when an examination is given?

A CHECK-LIST FOR USE IN EDUCATIONAL GUIDANCE AND  
COUNSELING—*Continued*

- Yes ( ) No ( ) ? ( ) 27. Do you frequently mispronounce words?
- Yes ( ) No ( ) ? ( ) 30. Are you self-conscious when reciting in class?
- Yes ( ) No ( ) ? ( ) 31. Do you feel that most of the other members of the class are better students than yourself?
- Yes ( ) No ( ) ? ( ) 32. Do you plan your day so that you know exactly what you are going to study every hour of your study time?
- Yes ( ) No ( ) ? ( ) 33. Do you have a written study plan or budget?
- Yes ( ) No ( ) ? ( ) 36. Do you often waste time getting started on your lessons?
- Yes ( ) No ( ) ? ( ) 37. Do you have your own copy of every regular text?
- Yes ( ) No ( ) ? ( ) 38. Do you like your instructors?
- Yes ( ) No ( ) ? ( ) 39. Are your instructors fair in marking your work?
- Yes ( ) No ( ) ? ( ) 41. Do you often skip graphs, tables, and footnotes?
- Yes ( ) No ( ) ? ( ) 44. Do you get help from other students whenever you are in difficulty?

- Yes ( ) No ( ) ? ( ) 46. When you memorize rules or vocabularies, do you write them out or repeat them aloud?
- Yes ( ) No ( ) ? ( ) 47. Do you get tired of studying after about 30 minutes?
- Yes ( ) No ( ) ? ( ) 48. Have you a definite vocational plan?
- Yes ( ) No ( ) ? ( ) 52. Do you get encouragement from home?
- Yes ( ) No ( ) ? ( ) 53. Do you worry and become depressed over low marks?
- Yes ( ) No ( ) ? ( ) 57. Do outside activities take too much of your time?
- Yes ( ) No ( ) ? ( ) 58. Have you ever avoided taking difficult subjects?
- Yes ( ) No ( ) ? ( ) 60. Do you often ask yourself questions about the lesson before going to class?
- Yes ( ) No ( ) ? ( ) 63. Do you frequently let your assignments go until the last minute?
- Yes ( ) No ( ) ? ( ) 70. Are you satisfied with average marks?
- Yes ( ) No ( ) ? ( ) 71. Is English the conversational language in your home?
- Yes ( ) No ( ) ? ( ) 73. Do you "get behind" quickly in your laboratory work?



A CHECK-LIST FOR USE IN EDUCATIONAL GUIDANCE AND  
COUNSELING—*Continued*

- Yes ( ) No ( ) ? ( ) 75. Do you often discuss your studies at home?
- Yes ( ) No ( ) ? ( ) 78. Does studying cause you to have headaches?
- Yes ( ) No ( ) ? ( ) 80. Have you ever thought seriously of quitting school?
- Yes ( ) No ( ) ? ( ) 82. Do you get sufficient rest?
- Yes ( ) No ( ) ? ( ) 86. Do you look over your papers before handing them in?
- Yes ( ) No ( ) ? ( ) 87. Do you have a hobby?
- Yes ( ) No ( ) ? ( ) 89. Are you inclined to be lazy?
- Yes ( ) No ( ) ? ( ) 90. Are you satisfied with your present marks?
- Yes ( ) No ( ) ? ( ) 93. Do you own a good dictionary?
- Yes ( ) No ( ) ? ( ) 95. Are your parents greatly interested in your success in school?
- Yes ( ) No ( ) ? ( ) 100. Do you study hard, but without results?
- Yes ( ) No ( ) ? ( ) 101. Do you usually spend as much time in study as you do in class?
- Yes ( ) No ( ) ? ( ) 104. Do you take time to look up all mistakes on papers that are returned?
- Yes ( ) No ( ) ? ( ) 106. Are you often late with required work?

In what subject or course are you now doing your poorest work?

In the space below, list the most important reasons why you are not doing better work in this subject or course.

1. ....
2. ....
3. ....
4. ....
5. ....

The individual attention profile referred to earlier is also of assistance in investigating and developing with the study habits of students.

In this area, as in others, one who works intimately with students is impressed with the complexity of their problems. When a teacher or an adviser begins to assist a pupil in finding the causes for poor study habits, he may discover health difficulties or defects, a poor home situation, inadequate background, genuine lack of academic ability, lack of emotional control, or a combination of these and other factors less well known. This should not be discouraging, but should rather be a challenge to the greatest opportunity in modern education—that of studying pupils and their needs in order to help them meet these needs.

#### AUTOBIOGRAPHICAL SKETCHES

A device used with success in some schools is that of having all entering students write an autobiographical sketch. It may be an assignment for the English class or a request by the home-room teacher. In either case, it is well to have this filed along with other pertinent information in the student's individual folder. Such subjective information throws light on problems already suspected but not fully understood or suggests new problems about which additional information may be gathered by other means.

The writing of an autobiographical sketch is frequently a fine

exercise in mental hygiene. It enables the student to look at himself in a somewhat more objective fashion than he might otherwise do. The authors have found this device of value even at the university level. Other types of autobiographical material include: story of my life, my most interesting experience, my greatest problem, my friends, places I have been, and a diary of my activities.

#### ANECDOTAL RECORDS

Anecdotal records may be entries of interesting bits of behavior which were noticeable enough to attract the attention of the one doing the recording. Usually, the recorder describes briefly on a card or small sheet of paper the observed act of a particular student. These slips are deposited at the school office from which they are distributed to the proper advisers by a clerk or some one assigned this responsibility. In a small school in Michigan, the principal asked each teacher to make just one such record a day—seemingly a slight task. At the end of the year a most interesting, revealing mass of data had accumulated about a large number of the pupils of this school. The teachers had been instructed to report acts of helpfulness which they had noted, as well as those of discourtesy and maliciousness. The benefit was threefold. Teachers became much more observant. They learned of the record system and became quite interested in the recordings. The cumulative effect of these records in understanding individual students was almost startling. As one reads these records of small daily incidents, he sees the development of behavior patterns which become increasingly clear with added records. Here is no snap judgment, no biased opinion of one teacher based on a single incident, but much evidence gathered from many sources. When an adviser or teacher with such evidence before him sits down with a pupil to discuss his problems, he is able to help the pupil to gain insights which might not otherwise be possible. The complete absence of any anecdote about an individual pupil is also sig-

nificant. A form for recording such anecdotes is given here for suggestive purposes:<sup>2</sup>

### ANECDOTES ABOUT STUDENTS

(Description of an episode or occurrence)

Directions: Anecdotes should be specific and descriptive rather than general or philosophical. Please choose an incident or episode which you consider either to be *typical* of this student or one which indicates some *variation from his usual behavior or attitude*.

Use descriptive terms, do not interpret.

Name of student	Case no.	Class	Period	Date
<i>Anecdote</i>				
I believe this is typical of this student _____ (check)				
I believe this is unusual or a deviation from his customary behavior or attitude _____ (check)				
Signature of teacher _____				

### A RECORD OF A PUPIL'S DAILY SCHEDULE

It was suggested earlier that the inefficient use of one's school time for study purposes may be a cause of poor school work. Not only may a student fail to study during time allotted for the purpose, but he may not study the right subjects at the right time. There are innumerable causes of poor work. One device that has proved helpful to students interested in coöperating with the teacher in getting at possible causes of poor work is a complete record of one's daily schedule. Here, as in the use of many other instruments for guidance purposes, the honest and willing coöperation of the student is essential. A student who does not have faith in the intentions of his teacher or adviser will be tempted to lie about the expenditure of his twenty-four hours per day. The student must be as anxious to get at the cause of his trouble as is the teacher if the techniques now avail-

<sup>2</sup> Form used in University High School, Oakland, California.

able are to be most helpful. When a spirit of striving toward common ends binds adviser and student together, much can be done.

Keeping a diary is rather exacting. One forgets so easily. Perhaps it is best to block off the waking hours into fifteen-minute intervals, except during school hours. The system of class hours will perhaps be sufficient during the school day. It is necessary to have definite times to record the activities engaged in, perhaps in the middle of the morning, at noon, in the middle of the afternoon, at meal time in the evening, and at bed time. Also it is important to make a record of the kinds and amounts of food eaten at each meal. The diary should be specific. A sample section of a pupil's sheet for a school day follows.

SAMPLE SECTION OF PUPIL'S SCHEDULE SHEET

<i>Time of Day</i>	<i>Number of Minutes</i>	<i>Activity Engaged in</i>
7:00 A.M.	20	Dressed, got ready for day
7:20	20	Ate breakfast—orange juice, corn flakes, toast, and milk
7:40	30	Practised piano
8:10	15	Walked to school
8:25	10	Put wraps in locker—took out books and supplies for morning classes
8:35	5	Foiled around and went to class
8:40	60	English class
9:40	60	Social-studies class
10:40	60	Went to library to do reference work on social studies—30 min. Read magazines — <i>Popular Mechanics</i> , <i>Reader's Digest</i> , <i>American Boy</i> —30 min.
11:40	20	Ate lunch: a hamburger, fruit salad, chocolate milk, candy bar
12:00	20	Went to school movie
12:20	10	Went to locker for books for afternoon classes
12:30	60	Auto mechanics

Schedule continued in this way through the day.



In a large midwestern university some failing students were asked to keep diaries for a week so that their advisers could be more helpful to them. The amount of time spent in commuting to and from the university and that spent in outside work appeared to be the factors most closely related to their maladjustment. In those cases where the school or work schedule could be rearranged, a much more satisfactory adjustment was reached. The study of a student's daily schedule may easily be a first step in helping him to make a more satisfactory adjustment.

#### A TESTING PROGRAM

One of the most valuable parts of the program of studying pupils is a wisely administered testing program. It is granted that tests have been abused and that all too frequently the results have been unused or used ill-advisedly. Nevertheless, the authors believe that a careful scientific use of tests should be a part of the guidance program carried on in the secondary school. The results of tests, like the data from any of the other devices described previously, will become a part of the total picture of the individual. Facts from these many sources will be used to complement each other and to enable the teacher and adviser to view the individual and his needs from many sides, attempting always to consider him as an integrated whole functioning in a social situation.

This book is not a text on tests and their uses, but rather is concerned with suggesting ways in which a guidance program can become a positive, helpful means of adapting the secondary school to the needs of adolescent students. The testing program indicated will be simple and suggestive but, it is hoped, useful.

As stated earlier, every entering pupil should be given one of the standardized group tests of mental ability appropriate for his age and grade group. The particular test to be used should be chosen after consulting such authorities as Bingham<sup>3</sup>

<sup>3</sup>Walter V. Bingham, *Aptitudes and Aptitude Testing* (New York, Harper and Bros., 1937).

in his *Aptitudes and Aptitude Tests*, or Paterson, Schneider, and Williamson<sup>4</sup> in *Student Guidance Techniques*. There is considerable disagreement at present as to the nature of intelligence. Some authorities believe that the so-called intelligence tests might more fittingly be called "tests of academic aptitude." Certain it is that these tests do indicate, along with other data, aptitude for academic work. One cannot always predict how well those who score high on these tests will do, but one can predict with fair accuracy the minimum scores needed to do certain types of academic work. During a student's stay in a secondary-school unit, it is advised that all students have at least two group tests of mental ability. Where great discrepancies appear in scores of individual pupils on these tests, it is advisable that individual tests be used to measure further the academic abilities of such students. One of the principal criticisms directed against the testing movement is the undue reliance placed upon the score of a single test. The solution lies not in abandoning the one test but rather in giving more tests and in supplementing the information obtained in this way by evidence of other kinds. The results of these tests, as of the other techniques, will become a part of the data about each pupil collected and used by the teacher and adviser and kept in the individual manila folders.

Achievement tests are for the purpose of establishing the actual attainment of a student or group of students at a given time. The authors recommend that all new students be given at entrance time a general achievement test covering a wide range of subjects. As in the case of the intelligence-test program, a second general achievement test should be administered a year or two later. The results of these tests, along with other evidence as to health, economic status, general level of ability, and interests, should be used by the teacher and adviser in counseling individually with his students. Many times students

<sup>4</sup> Paterson, Schneider, and Williamson, *Student Guidance Techniques* (New York, McGraw-Hill Book Co., 1938).

have high academic ability but low achievement records in a specific area. This may be due to inadequate training in the earlier school. Remedial work promises much in these cases. On the other hand, when achievement, academic ability, and academic interest are all low, it behooves the adviser to help the pupil choose a school program in keeping with such facts.

Interest inventories have been found to be of value in assisting students to learn about themselves. That interest, as well as ability, is an impelling factor in school and later vocational success has been revealed through studies of Symonds, Strong, and others. Probably the only vocational interest inventory that should be used with the group as a whole is either a teacher-made blank or some of the less complicated blanks such as that of Cleeton<sup>5</sup> or the one by Brainard.<sup>6</sup> If individual pupils of sixteen years or over are interested and willing to pay for the scoring, they can be given the Strong test<sup>7</sup> which is likely to be the most valuable one available, even though difficult to score. A group of teachers can devise a home-made interest blank that will reveal much information in this area. Sections from such an informal blank devised under the direction of Dr. William G. Brink of Northwestern University are presented below with his permission.

#### INTERESTS OF HIGH-SCHOOL STUDENTS

Boy .....	Girl .....	Age: years .....	months .....
Grade .....		High School .....	
Teacher .....		Date .....	

---

*To the Student:* Your teachers would like to obtain some information about your interests. They believe that such information would be of great value to them in making your high-school life

<sup>5</sup> Glen U. Cleeton, *Vocational Interest Inventories for Men and Women* (Bloomington, Ill., McKnight and McKnight, 1937).

<sup>6</sup> Paul P. Brainard, *Specific Interest Inventory, Forms M and W* (New York City, 1932).

<sup>7</sup> E. K. Strong, "Vocational Interest Blanks For Men and Women" (Stanford University, January, 1937).

INTERESTS OF HIGH-SCHOOL STUDENTS—*Continued*

most enjoyable and profitable to you. Will you, therefore, answer *frankly* and *truthfully* the questions listed below? Answer *only* those questions that will give a clear picture of your interests. You may do this with the assurance that your answers will be kept strictly confidential and will have no bearing on your grades in any subject. You need not sign this report.

- 
1. (a) What sports do you like to watch? .....  
 ..... (b) Name any sport  
 that you have not seen that you would like to see? .....  
 ..... (c) What team games (of 5 or more persons)  
 do you play? ..... (d) What  
 games (1 to 4 persons) do you play?  
     Indoor .....  
     Outdoor .....  
 (e) In what other athletic activities do you engage? .....  
 .....  
 (f) Is there any sport in which you have not taken part, in  
 which you would like to be a participant? .....  
 .....
  2. (a) Have you made any collections within the past few years?  
 ..... (b) If you have, what kinds of collections have  
 you made? (example: stamps). Place a 1 before the one you  
 liked best; a 2 before the one you liked next best; etc. ....  
 .....  
 (c) How did you become interested in making a collection?  
 .....  
 (d) What do you do with your collection? .....  
 ..... (e) How do you improve your  
 collection? .....  
 (f) Are you a member of any organization of collectors?  
 .....  
 .....
  3. (a) Do you read a daily newspaper? Regularly ..... Occa-  
 sionally ..... Seldom, if ever ..... (b) What parts of  
 the newspaper do you most enjoy? (Place a 1 after the part  
 you enjoy most, a 2 after the part you enjoy second best, etc.)

(d) Approximately how much time do you generally spend in reading the newspaper? . . . . . (e) What parts of the newspaper would you like to have developed farther? . . . . .

- (c) Which magazines do you read at school?

(c) Which magazines do you read at school? ..... (d) What types of articles and stories do you like best? (Rank them as you did above) love stories .....; adventure .....; travel .....; sports .....; detective .....; science .....; technical .....; politics .....; current news .....; religion .....; arts .....

5. (a) Do you enjoy reading books just for pleasure?  
(b) What types of books do you like best. (Rank the following types according to your interest) travel ; science  
; sports ; religion ; poetry ;  
humor ; biography ; adventure ;  
drama ; romance ; mystery ; art  
; music ; history ; home-making  
; aviation ; personal appearance ; poli-  
tics ; etiquette (c) Give the names of any  
books you have read during the summer or since school began.  
Place a 1 before the book you liked best, a 2 before the one  
you liked second best, etc.

6. (a) Do you read books from the school library for pleasure?  
From the branch library? ..... From the city



INTERESTS OF HIGH-SCHOOL STUDENTS—*Continued*

library? ..... From a rental library? ..... From a book club? ..... Does any one help you to discover books that you might enjoy reading? .....

(b) Where do you like to read best? At home? ..... At school? ..... At the library? ..... (c) What is the reason for your choice of place to read? .....

7. (a) Name the occupation or occupations which you are interested in entering upon after you will leave school. (List them in the order of your preference.) .....

(b) For how long have you held the idea of your first choice? ..... (c) Do you intend finishing high school? ..... (d) Do you intend going to college? ..... (e) When you have several hours in which to do exactly as you please, what do you like to do most? (List in the order of your preference.) .....

(f) Are there things you like to construct, make or build? (For example: knitting a sweater, constructing an engine, etc.) .....

(g) Check no more than 3 of the following activities in which you have great interest: playing a musical instrument .....; acting .....; dancing .....; drawing .....; speaking .....; modeling clothes .....; home-making ......

8. (a) Do you like to travel? ..... (b) If so, where would you like to go? ..... (c) For what reasons would you like to travel? .....

(d) Have you traveled more than 50 miles from home? ... (e) If so, to what distant places have you traveled? .....

(f) If you had an opportunity to live in another city, land, or locality, where would you most like to live? .....

(g) What institutions, museums, buildings, or industries would you like to visit if you had only two weeks more to stay in

Chicago? . . . . .

9. (a) Do you go to parties at the home of your friends as often as, (check)

once a week . . . . .

once a month . . . . .

very seldom . . . . .

- (b) What do you do for amusement at these parties in a friend's home? (check)

play games . . . . .

play cards . . . . .

dance . . . . .

or what? . . . . .

- (c) Do you have a better time at parties attended by: (check)  
people whom you know . . . . .; people whom you do not know . . . . .

(d) Check any of the following which you think "spoil" your good time at a party: not knowing many of the guests . . . . .; wrong kind of clothes . . . . .; not knowing how to meet people . . . . .; not knowing what to say to people . . . . .; not enough refreshments . . . . .

- (e) Where do you have the best times? (Check not more than five.)

on a hike . . . . .

riding . . . . .

at games . . . . .

roller-skating . . . . .

at parties . . . . .

dinner dances . . . . .

at the movies . . . . .

tea dansant . . . . .

at school socials . . . . .

meeting celebrities . . . . .

on a date . . . . .

giving a party of your own . . . . .

at clubs . . . . .

or what else? . . . . .

- (f) Do you have better times with people your own age? Yes . . . . . No . . . . . People younger than you? Yes . . . . . No . . . . . Boys? Yes . . . . . No . . . . . Girls? Yes . . . . . No . . . . . Boys and girls? Yes . . . . . No . . . . .

(g) Do you ever listen to talks on the radio? Yes . . . . . No . . . . . (h) If you do listen to talks on the radio, what kind do you listen to? . . . . .

- (i) What kind of music do you enjoy? . . . . .

(j) Do you sing? Yes . . . . . No . . . . . (k) If you sing, do you sing alone? Yes . . . . . No . . . . . In a group? Yes . . . . . No . . . . .

(l) Do you play a musical instru-

INTERESTS OF HIGH-SCHOOL STUDENTS—*Continued*

ment? Yes . . . . . No . . . . . (m) Have you studied music outside of school? Yes . . . . . No . . . . . If you have, how long? . . . . .

(n) Which of the following do you think are most important to success? (Number in order of importance.)

health . . . . .	figure . . . . .
charm . . . . .	disposition . . . . .
cleanliness and neatness . . . . .	manners . . . . .
good looks . . . . .	or what? . . . . .
clothes . . . . .	

10. (a) If you had \$200 to spend just as you would like to what would you do with it? . . . . .

(b) If you had a month's vacation to spend as you would like, what would you do? . . . . .

(c) What would you suggest that the schools could do to make your school life more pleasant and profitable to you? (Say anything you feel like saying.) . . . . .

Another aspect of the testing movement which has been growing apace relates to the adjustment needs of school pupils. Unstandardized questionnaires, such as those of Dr. McClusky, illustrated in a later section, are helpful. Pioneers in the field of devising standardized instruments as indices of adjustment are Bell, Symonds, Bernreuter, Woodworth, and Thurstone. Bell<sup>8</sup> has a comprehensive manual interpreting the use of his inventory so that a teacher may well become acquainted with it.

How should the testing program be carried on in a secondary school? It is the judgment of the authors that if the program is to be of much value, the teachers must become informed and interested in tests and testing. It is suggested that when

<sup>8</sup> Hugh M. Bell, *The Theory and Practice of Student Counseling* (with special reference to the Adjustment Inventory) (Stanford University, Calif., Stanford University Press, 1938).

necessary the teachers study testing under the direction of the principal or one of their own group who has had considerable contact with this field. Such a person should help train the teachers and advisers in the selection, administration, interpretation, values, and limitations of tests. It may very well be that the general testing program should be under the direction of one person especially qualified for this work. Unless teachers are informed and interested in this aspect of a complete guidance program, little good can come from any testing program.

The critics of the program outlined above may be divided into two camps—those who say that it is too simple and those who contend that it can't be done. The first group will say that the work of testing has been oversimplified. It must be remembered that the interest in this volume is not to advance the bounds of learning, much as this may be needed, but rather to assist in developing a helpful program of guidance. When all secondary schools actually carry out the simple suggestions indicated above, a great advance will have been made in secondary education. The other group of critics will suggest that teachers either cannot or will not become sufficiently informed and interested to do these things. An answer can also be given to this charge. In several schools at present such a program is being carried out, and it is being demonstrated that not only can teachers accept these professional responsibilities, but they can also actually improve as classroom teachers by so doing. An excellent illustration of this is from a recent publication of Stephens College, a junior college for women.

A teacher who is also an adviser has many experiences which tend to make him a better teacher. This is largely because the adviser, knowing the student as a person, both in the classroom and out, sees many more aspects of the student's personality and problems than he would see if his contacts with the student were confined to the classroom.

It is as absurd for an adviser to attempt advising without using tests as it is for a doctor to try to make a diagnosis and prescribe without the use of laboratory tests. Advising must be based on data. Two

types of data are essential. First, the valid observations of all who work with the student must be made available to the adviser, and second, the results of pertinent objective measures must be secured.

Considerable emphasis has been given in the present chapter to the general topic of studying one's pupils. The authors will attempt in later sections to show how such information can be used advantageously in a practical program of teacher guidance.

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## Chapter V

### AIDING PUPILS TO MAKE A GOOD BEGINNING

With a background of understanding of the general nature of guidance, a realization of some of the problems with which adolescents are faced, and a knowledge of helpful devices by which teachers can study their pupils, we now consider the possibilities of establishing an organized program of guidance in the secondary school. In what ways will such a program affect pupils? Much has been written about the value of various methods, procedures, and devices in guidance work. It shall be the purpose of this and the following chapters to illustrate in detail how a guidance program can be carried on and to explain the devices, the tools, the means, as well as the ends to be achieved.

Throughout this and the following chapters, no sharp distinction will be made ordinarily between the program of guidance and personnel work in the junior and the senior high schools. In the main the problems are similar. In those situations where a separate methodology is advisable, it will be indicated.

To make this suggestive program of guidance practical, the chronological approach is used in order to follow pupils as nearly as possible through a secondary-school unit—either the junior or the senior high school. A complete school guidance program should be continuous, beginning with the child when he enters school and carrying him out into adult life. Since we are here concerned primarily with the secondary-school life of the pupil, the program will reach down into the elementary school and up into the college or post-high-school period only as these experiences affect the guidance program of the secondary school.

Guidance is present and takes place even where there is no organized guidance program. Good teachers in good schools have always given some guidance to a few pupils. An organized program of guidance has as its purpose the making available to all students in all schools the same interest, concern, and assistance which were formerly given only to the few. Further, the techniques and facilities for the practice of guidance are much improved today over those used heretofore. It is fortunate that with both an increased recognition of the need for personnel work and an increased necessity for it, there have been developed improved and more valuable instruments and techniques to render such work possible. Fortunately the facilities for the study both of the pupil and of the educational and vocational situations are advancing in number and quality. The field of psychology has made notable contributions to a more adequate understanding of child nature. Progress has been made in the assembling and presentation of educational and vocational information, though much yet remains to be done. The case-study technique, the case-conference method, and other techniques have been borrowed from allied fields. Today personnel work is able to do more than ever before to assist the pupil in his adjustments and in his planning. This does not leave the implication that the practice of personnel work is always on a scientific level but rather that the facilities and techniques are being continuously improved.

Throughout the discussion that follows, the teacher, in his capacities of homeroom teacher and adviser, will play the leading rôle as a guidance functionary. However, when the services of specialists are needed, this fact will be indicated. The teacher or adviser is thought of as a generalist in the guidance area; it is he who is closest to the individual pupil. Like general practitioners in the field of medicine, he may need to have the services of a specialist at times. The function of administration is to assist the teacher to carry his responsibilities as competently as possible. This means the allotment of time for such work,

the supplying of necessary tools, and the making available of necessary special services.

How may the secondary school aid its students in making a satisfactory beginning in their secondary-school life?

#### PREPARING PUPILS TO ENTER A SECONDARY SCHOOL

Whether or not a pupil has had the benefit of an adequate guidance program in the elementary school, it is the responsibility of the secondary school to contact him before he is admitted and to assist in his satisfactory transfer to the secondary school. Similarly, if the pupil is completing the work in a junior high school, it is the duty of the senior high school to aid in this shift to the next unit. The program of pre-admission advisement should be a coöperative one participated in by the personnel workers from the two schools for the advantage of the pupils.

The homeroom teacher from the school to which the pupil is transferring is the person best suited to help prepare the pupil to enter the new school. It is to the homeroom teacher in most schools that the pupil will normally look for orientation and guidance after he has made the transfer. What could be a better aid to the homeroom teacher in learning to know his pupils and their needs than to visit them in the schools from which they are moving? The homeroom teacher will be like an old friend to the entering student at the time of admission if the student has had an opportunity to meet him and discuss his problems with him before the change of schools. It might appear at first that it would be best for the principal or some administrative officer to carry on the pre-admission guidance program. The question is less one of economy of time and effort at the time of transfer than one of the successful adjustment of entering students. Apparent saving of time at entrance may be lost through lack of continuous interest of one who can assist the pupil over a long period. Of course, it may not always be possible for each homeroom teacher to have met all

of the individual pupils whom he will have in his homeroom, though this is an ideal toward which a school should work. If all the pupils come from one contributing school, the homeroom teachers for the incoming freshmen can make this contact; when the pupils come from many schools, it may be impossible to do this every year. Certainly it is most desirable that the homeroom teachers of incoming students have visited the schools from which these pupils have come and be as familiar as possible with the backgrounds, environment, educational histories, and personal characteristics of their prospective advisees.

It has been suggested in the foregoing discussion that some one, and preferably the homeroom teacher, shall have visited the prospective enrollees in their own schools somewhat in advance of their transfer. For those entering the new school in the fall, this should be done in the latter part of April or the early part of May in the preceding school year. For those starting the second semester, this can be done either just before or just after the Christmas holiday season. The first visit is valuable in establishing a friendly relationship with the contributing school, its teachers, and advisers. This visit should also be the occasion for discovering the kinds of records and types of information available for the prospective enrollees. At this time, plans can be initiated for procuring such information as is available about each student and collecting such additional information as may seem advisable preliminary to admission. In addition, this visit should provide the first step toward giving the prospective pupils information about the school to which they are expecting to transfer, facts about the curricular offering, electives, the extracurricular program, the advisory system, and the school's orientation program. As much of this material as possible should be furnished pupils not only by word of mouth in a group meeting, but also by means of printed information, preferably through handbooks, bulletins, and the like. A most helpful guide book for freshmen has been prepared for the Lake Forest High School. Through the courtesy

of the principal, lengthy excerpts will be given in the belief that they will prove suggestive to other schools. The pupils should be urged to take such information home to their parents.

## AN EDUCATIONAL GUIDE

*To Aid Freshmen in Making  
Sound Educational Plans  
and Happy School  
Adjustments*

*Prepared by*

H. D. RICHARDSON

*Director of Research  
In Coöperation with Department Heads*

LAKE FOREST HIGH SCHOOL

RAYMOND MOORE, *Principal*

### A WORD TO PROSPECTIVE FRESHMEN

This "guide" has been prepared to help you select a program of studies for your first year in high school, and to acquaint you with the variety of studies that you may take in later years to complete your high-school course.

A wise selection of studies in your freshman year will make for satisfaction and happiness in your new school and lay the foundation for successful achievement in all of your high-school activities. A good start is essential for a good finish. The time to make plans is *before* an undertaking is begun. The successful person is likely to have a purpose or goal and carefully laid plans to reach it. The wise freshman student plans his program of high-school studies to help him carry out his purposes and reach his goal. This "guide" is intended to help you formulate purposes and make educational plans that will aid in achieving them.

### THE GUIDE—QUESTIONS AND ANSWERS

Most freshmen need help in making educational plans. The best way of helping them would be to talk with each one individually. Then each freshman could ask only those questions and raise problems that were of particular interest or concern to him. If it were possible to talk to every freshman about his plans, it is quite likely



AN EDUCATIONAL GUIDE—*Continued*

that many would ask a number of questions very much alike. The answers to such questions would then be very similar.

Imagine yourself asking some one well acquainted with the high-school questions about your program of studies. What would you want to know? What questions would you ask?

Now turn to the following pages of this "guide" and see if most of your questions aren't answered!

1. *Q. Should I go to high school?*

*Ans:* By all means, YES! YES is the answer to this question no matter who you are. The high school today serves young people of all levels of ability, all types of interests, and all kinds of goals. To help all young people make the most of their abilities, interests, and needs, the high school of today offers a wide variety of studies and activities. These studies and activities will help YOU to become a better "citizen," to enjoy wholesome types of recreation, to maintain and conserve your health, and to plan, enter upon, and be successful in, a life work.

The main objective of the high school is to help YOU, as an individual, in planning and in living a life that is personally satisfying and socially useful. YOU cannot afford to refuse this help!

2. *Q. Who decides what studies I should take at high school?*

*Ans:* The responsibility for the selection of a program of studies rests with you and your parents. Several persons at the high school—your homeroom adviser, the adviser chairman, the school psychologist, the vocational adviser, and the principal—will be glad to counsel with you regarding the selection of a program of studies in terms of your interests, abilities, and purposes. You should feel free to seek advice and help from these people as well as your parents. In the end, however, the final choice and decision rests with you and your parents.

3. *Q. How can I decide what subjects to take during my freshman year?*

*Ans:* There are several things that you can do to help you decide on a freshman program of studies.

1. You can find out, first of all, the subjects that freshmen may take. The next two or three questions and answers in this "guide" will furnish you this information. To know what subjects freshmen may take is the first step in deciding what *you will take*.
2. You can use your interests as a guide to selecting some of your subjects. Have you liked some subjects in elementary school better than others? Do you like to read? Do you like to work with your hands? Do you like to play a musical instrument, paint a picture, model, draw, cook, plan parties, do experiments, write, act in plays, sing, dance, etc.? Do you plan to finish high school? What do you think you would like to do when you finish high school? What kinds of work have you done? Will you go to college, business college, technical school, teachers' college, or other institution for advanced training? *Select your subjects in terms of your interests and purposes!*
3. Your present abilities are good guides to selecting your program of studies. What subjects have you done well? What subjects are difficult for you? What types of work can you do better than others? *Consider carefully your abilities when you select your freshman subjects!*
4. Ask your parents and teachers for advice. They can give you valuable help if you will ask them. Perhaps your older brothers or sisters will be able to help you. When you seek advice from friends or close associates try to get opinions from several. A single opinion may not be very reliable. Remember, too, that personal opinions may be biased or prejudiced. *Give careful attention to the judgment and advice of others when you are planning your program of studies.*
5. Finally, however, after getting all the help you can from others, you will need to decide for *yourself*. You are the one who is coming to high school. You will be responsible for your own success or failure. Therefore, in the beginning as well as at

AN EDUCATIONAL GUIDE—*Continued*

the end, you will need to plan and be responsible for your program of studies.

4. Q. *Do I have to take certain subjects?*

Ans: Yes, three of the freshman subjects are required of every one. These required subjects are valuable for every one and are basic to other high-school subjects and to success in many of the activities outside of high school.

The three required freshman subjects are English, mathematics, and physical education. Here are descriptions of these courses. After you read them you will understand why they are required of all freshmen.

5. Q. *May I select or choose some of my freshman subjects?*

Ans: Yes! In addition to the three subjects that all freshmen are required to take, they are free to choose or select two other subjects. The subjects which are open to free choice are called "elective" subjects. Ordinarily, freshmen choose only two elective subjects, but some may wish to elect band, orchestra, or chorus as a part-credit subject in addition to the three required and two elective subjects. Special permission must be secured to elect three full credit (solid) subjects.

6. Q. *How can I choose my elective subjects wisely?*

Ans: The answer to question three is a good answer to this question, but several other suggestions may be added. Here is a list of suggestions that will help you choose your electives wisely.

1. Know what subjects are elective.
2. Consider your interests.
3. Estimate carefully your abilities, talents, special aptitudes.
4. Keep your goal or purpose clearly before you.
5. Decide whether the "elective" is an introductory subject—i.e., the first subject in a series that may be taken; for example, general science or French I.
6. Decide whether the "elective" is an exploratory subject—i.e., a subject which you take to help you become acquainted with a new field or which will help you discover whether you have certain interests and abilities.

7. Know whether your plans, college or life, will be benefited by the elective.
8. Learn as much as you can about the subjects from the descriptions of them in this bulletin and from talking with persons who know something about them.

7. Q. *What are the elective subjects from which I may choose the remainder of my freshman program of studies?*

Ans: You may choose your freshman "electives" from the following list of subjects:

General Science	Industrial Arts Shop and Drawing I
Functional Health	Art I
Social Studies I	Chorus
Latin I	Orchestra
French I	Band
	Orchestra and band for beginners if enough register.

There will be room for a limited number of freshmen to take home economics. However, before you make your choice, read the description of each of these elective subjects so that you will be sure to know what each subject is about and whether it is a "good" one for you to take.

8. Q. *What subjects should I take during my freshman year if I plan to go to college?*

Ans: There is no one answer to this question for all freshmen. It depends upon *you* and upon *the college* for which you wish to be prepared. While an answer to the question cannot be written to you as an individual, some pretty definite information can be given. Here it is:

1. The high school offers courses that prepare for any or all colleges or universities in the United States.
2. If you expect to go to a particular college, you are responsible for acquainting the high school with your intentions. The high school cannot be held responsible for preparing you for a particular college unless you indicate your intentions when

AN EDUCATIONAL GUIDE—*Continued*

you enter as a freshman. If you cannot make a college choice at that time, the program of studies that you and your parents select may not meet all of the requirements of the college of your choice at a later time.

3. Whenever you choose a college, it should be chosen in view of your interests, abilities, purposes and not merely because it usually has a good football team, pretty coeds, or merely because your father or mother happened to go there.
4. If you do plan to go to college, it is desirable to make your plans early, but it is also desirable to change your plans as you learn more about yourself and the requirements of college.
5. There is no uniform set of subjects required for admission to college.
6. In general, most of your high-school subjects should be selected from the following fields if you plan to go to college.

English

Foreign Language

Mathematics

Science

Social Studies

7. Very few colleges require Latin for entrance. Few, if any, colleges now require four years of Latin for entrance.
8. Most colleges like to select students who are better than average high-school students. Some require that you rank in the top fourth of your high-school graduating class.
9. High school does not necessarily *prepare you* for college. A high-school diploma is not an admission ticket to college.
10. A majority of students who graduate from high school never go to college.
11. There are a number of "schools" to which you may go after graduation from high school that offer excellent training.



12. It is not necessary to have a college education to be successful in life.

9. *Q. What subjects may I take after my freshman year?*

*Ans:* You may select the remainder of your four-year program of studies from a large list of subjects. The subjects offered for each year are listed on page 120.

10. *Q. When do I plan my program of studies for the remainder of my high-school course?*

*Ans:* During your freshman year you will be expected to become well acquainted with all of the subjects offered at high school, the requirements for graduation, and certain college admission requirements. With this information you will then plan, with the help of your adviser, and your parents, the remainder of your four-year program of studies. You will plan your four-year program of studies in view of your particular interests, abilities, and goals. The major part of your program will be made up of elective subjects. Wise choice of elective subjects under the guidance of your adviser and with the approval of your parents will make possible a program of studies that will be of interest to you, that will make for successful achievement, and that will prepare you for your next goal beyond high school—whether it be college or work.

11. *Q. Who is my homeroom adviser?*

*Ans:* The entire group is divided into smaller groups of approximately thirty students. These groups are known as homeroom or session groups. The teacher in charge of a homeroom or session group is called an adviser. You will be assigned to a homeroom or session group made up of students with interests and purposes similar to yours. Your adviser will come to know you well, and will be ready at all times to help you with your problems and difficulties, to aid you in making happy and satisfying adjustments, and to assist you in making wise plans for success in school and life outside of school.

Although some information should be obtained concerning the incoming pupils and their plans at the first meeting, it is well to delay such specific problems as course elections until

# SENIOR HIGH SCHOOL SUBJECTS OFFERED

SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
<i>Required Subjects</i>	<i>Required Subjects</i>	<i>Required Subjects</i>
English II (Academic or General Values)	English III (Academic or General Values)	American History and Economics
Mathematics II (Geometry or General Values)		
Physical Education	Physical Education	Physical Education
<i>Elective Subjects</i>	<i>Elective Subjects</i>	<i>Elective Subjects</i>
Algebra	Geometry Advanced Algebra Trigonometry	English Literature Geometry Advanced Algebra Trigonometry Solid Geometry Advanced Arithmetic
Biology	Physics	Physics
Functional Health	Chemistry	Chemistry
European History	Modern European History	Modern European History
World History (General Values)	World History (General Values)	World History (General Values)
English History	English History	
Latin I or II	Latin I, II, or III	Latin II, III, or IV
French I or II	French I, II, or III	French II or III
	Bookkeeping	Bookkeeping
	Stenography I	Stenography I or II
	Typewriting I	Typewriting I or II
	Filing	Personal Typing
Industrial Arts	Industrial Arts	Industrial Arts
Drawing and Shop I or II	Drawing and Shop I, II, or III	Drawing and Shop I, II, III, or IV
Home Economics I or II	Home Economics I or II	Home Economics I or II
Art I or II	Art I, II, or III	Art I, II, III, or IV
Art Appreciation	Art Appreciation	
Chorus	Chorus	Chorus
Orchestra	Orchestra	Orchestra
Band	Band	Band

after pupils have had ample opportunity to talk with their parents. At a definitely stated time, perhaps one or two weeks later, the advisers should return and complete the process of preliminary registration. At this time, the adviser should talk individually with each pupil. The authors believe that it is a good practice to have the registration card signed by the parent in order to have some assurance that the parent is an interested and intelligent participant in the entire process. The earlier information sent to the home through the student can suggest the desirability of the parents meeting and consulting with the homeroom adviser at the second meeting, the time of this preliminary registration. It is frequently a good plan for the homeroom adviser to plan one of his visits to the contributing school so that he will have free time after school or in the early evening for purposes of consulting with those parents who cannot come during the regular school day. In one school the parents are all sent an invitation to meet with the prospective homeroom teacher of their boys and girls. The principal states that over a period of three years the number of parents attending such meetings has increased until at the latest meeting, 90 per cent of the transferring students were represented by one or more parents and 70 per cent by both parents. If an adviser is willing to spend perhaps two days and an evening (about two weeks apart) in this type of work, he can contact, give information to, receive information about, and register his group of twenty-five or thirty students. It would be difficult to conceive of a better investment of time for a homeroom teacher to make than the hours spent in gaining this insight into the problems of students he is to guide and advise for the next several years.

What information should the homeroom teacher collect concerning each advisee? The following items of information about an individual student are valuable to the adviser and the school in attempting to assist a student to make the necessary educational choices and to get off to a good start.

1. The record of a student's educational progress
2. His scores on standardized tests of achievement
3. His scores on intelligence tests, better known as academic aptitude tests
4. His health record
5. A record of his social adjustment—teachers' judgments perhaps
6. His future educational plans
7. Any information about his home or family that might assist the school in gaining a more complete understanding of the pupil and his needs

If scores on standardized intelligence and achievement tests are not available for a pupil entering either the junior or senior high from a lower school, the authors believe that such tests should be given at the expense of the higher school while the pupil is still in the lower school. Objective test scores should be a part of the complete record of every entering secondary-school student. Such data frequently enable an adviser to save a student from failure and maladjustment.

Some high schools have a visiting day in the spring of the year at which time, with the coöperation of contributing elementary and rural schools, all prospective entering students are invited to the school for either a half or a full day. Some of the special features of these days may include a tour of the building with explanations by an upperclassman as to its use, a special assembly in which the varied activities of the school are portrayed, short discussions by teachers of the nature of the various subjects open to the entering students, a picnic lunch or lunch in the school cafeteria, and a field day in the afternoon. The more that student leadership can be utilized for this day, the more successful it will be. Older students should have a large share in the program of orientation, for they can thus help to build a fine school spirit among both those who are old students and those who are new to the school.

## ORIENTING PUPILS IN THE SECONDARY SCHOOL

One of the mistakes which school people generally have made is that they have permitted pupils to "graduate" from elementary and junior high schools. It would be far more sensible if all such graduation ceremonies were replaced by promotion exercises at which time those completing the last grade in elementary school or junior high would simply be elevated to the next grade. This change would have a beneficial effect on parents, teachers, and pupils alike. If previous to the promotion exercises a pre-admission program such as that described above has been carried on, the orientation program in the fall will get off to a flying start. If for some reason there has been no pre-admission program, it will have to be carried on almost simultaneously with the orientation program. Students can be registered without having given them any information about the school and its opportunities; they can be registered without any knowledge as to their backgrounds, records, needs, or plans, but both of these should be listed as major professional crimes. All too long has a certain type of mass education been practised and excused on the plea of lack of an adequate staff. If pupils are to spend approximately one hundred and eighty days of six hours each every school year availing themselves of certain opportunities in the school, isn't it worth a portion of the time of the professional staff to assist such students by giving them some information about available opportunities and counseling with them individually? It is therefore assumed that the pupils entering secondary school in the fall have had the advantages of pre-admission advisement, of a program planned and participated in by the school which the pupil is leaving and the one which he expects to attend. It is an axiom of good guidance work that adjustment can be made easier by giving students an opportunity to acquire pertinent information about that which lies ahead.

In the spring when the enrolling students made their elec-



tions, nothing was said relative to the class hours or the teachers who taught various sections. Even if the high school is large enough to make it possible for these decisions to be made, a secondary pupil's choice of subjects should ordinarily not be on the basis of hour or teacher. Usually the program is made up after the pupils' elections have been determined. During the period following the spring meeting with the prospective enrollees, the adviser, in coöperation with the principal and office staff, makes out an individual program card for each entering student. The particular section to which a pupil is assigned, if more than one is available, will depend on school policies as to such questions as homogeneous grouping, alternation of class and study hours, and the like. The welfare of each individual pupil should always be the first consideration. In planning these programs the homeroom teacher should have before him the many facts about each pupil suggested in the preceding section plus those concerning the school situation itself. In some cases, a second individual conference will need to be held with the pupil regarding unforeseen changes in the offering or other problems. If at all possible, such conferences should be scheduled for a day preceding the opening of school in the fall.

At the first session of school the new enrollee will go directly to his homeroom. This information as well as that concerning the time for his appearance and the exact number of his homeroom will have been conveyed to him both orally and by written instructions in the pre-admission counseling program. For those who may have forgotten this information, student ushers supplied with directions should be stationed at the entrances. Pupils who have not had the advantages of pre-admission counseling should be sent directly to the office or to a homeroom teacher whose function it is to initiate for them the double program of pre-admission counseling and of orientation to the new school.

On the first day of the term, the homeroom teacher will

welcome the newcomers to his homeroom group, help them to get acquainted, and pass out the individual program cards. Time should be taken to explain clearly the length of periods, the instructions for passing in the halls between classes, the location of rooms, and any changes in the program for the first day.

Other school agencies that can and should be helpful in this program of orientation are the school paper, the assembly, and the student council. It seems very appropriate and timely to have the first issue of the school paper distributed the first day of school. Much of the data can have been gathered the previous spring. The editor, one or two other staff members, and the sponsor of the paper can get out an edition several days prior to the opening of school. This will add much to the orientation program.

It is perhaps advisable to have an all-school assembly sometime during the first day or two of the opening of the new year. Here again, plans laid before the close of school in the spring can do much to make possible a fine opening assembly. This may be under the direction of the student council. Appropriate school songs, short talks by school leaders, and an opening talk by the principal can help the pupil to get an "all-school" feeling. The homeroom and the assembly can complement each other. One is the informal, small, intimate group; the other should be the whole school in review.

The student council, working with the teachers, can undertake the induction of the new students into the traditions, customs, and practices of the school. Songs and cheers may first be learned and practised in the homeroom in preparation for the assembly.

The place of the homeroom in the entire social life of the school will be discussed fully in another chapter. It may be well to suggest here, however, the value of properly inducting pupils into the social life of the school. One type of successful freshman social affair is a party held on the Friday evening of the first week of school under the direction of either the

senior class or the student council. In either case upperclassmen will assist in staging the affair but will be careful not to dominate it. Only enough upperclassmen should be present to provide aid to the sponsors of the entering class. The sponsors would naturally be the freshman homeroom teachers. The issuing of the invitations and the necessary planning could be handled through the homerooms.

Most of the suggestions relative to the program of orienting students to their new school environment have been in the nature of group procedures. Here, as in other aspects of the personnel program, it is difficult to separate group and individual contacts. Much of the most effective work of the homeroom teacher, however, will be through personal attention to problems of individual students. A suggestion here, a word of encouragement there—these are often of inestimable value in the process of helping pupils make their initial adjustment to an institution and a situation new to them.

Either previous to entrance or during the first week of the orientation period further data should be collected about the entering students. A questionnaire filled out by the student at one of these times will give information to the adviser which will further aid him in helping the individual student get off to a good start. An exact copy of such an entrance questionnaire, which can be a very valuable part of a student's guidance record, is reproduced on pages 127-137 through the courtesy of its author, Dr. Harold D. Richardson, of Deerfield-Shields Township High Schools.

#### TAKING AN INVENTORY OF THE SCHOOL SITUATION

Attention has been given to studying the individual pupil and his needs, to the necessity for a program of pre-admission advisement, and to the value of a plan for pupil orientation. Since guidance also attempts to help the individual become adjusted in a school situation, we will direct our attention to this consideration. It is necessary to view the school situation

## ENTRANCE QUESTIONNAIRE AND GUIDANCE RECORD

Deerfield-Shields Township High Schools  
Highland Park and Lake Forest, Illinois

*Prepared by*  
H. D. RICHARDSON  
*Director of Research*

**READ CAREFULLY**

### *Directions to Entering Students:*

The Information in this questionnaire will be useful to your high-school adviser, your teachers, and other school officers, in several ways. It will aid them in becoming acquainted with you as an individual. They will learn something about your interests, abilities, and needs, and as a result they will be better able to advise and counsel with you concerning your choice of studies, your educational and vocational plans, personal difficulties, and other problems with which most high-school students have to deal.

You are asked to answer the questions as fully and completely as possible. *Please use ink.*

You are urged to seek the help and guidance of your parents in filling out Part I. It is especially important for them to consider with you the selection of a suitable program of studies. Your teachers will be glad to help you.

After you and your parents have filled out Part I of the questionnaire, you are to return it to your homeroom teacher so that she can fill out Part II and have it complete at the time of registration. You will not be registered for high school until your questionnaire has been filled out in a satisfactory manner.

## PART I.

### Individual and Family Record:

Student's Name			Date		Boy		Girl	
Last	First	Middle						
Date of Birth			Month	Date	Place of Birth			
Home Address			Number	Street	City	Year	Phone	
Name			Father		Mother			
Living or Dead								
Place of Birth								
Nationality								
Occupation								
Employed or Unemployed								
Business or Working Address								
Business Phone Number								
Do you have a step-father?			Name*					
Do you have a step-mother?			Name*					
Do you live with a guardian?			Name*					



*Language spoken in your home* .....  
*Church preference of parents* .....  
*Number in family: Brothers, older*....., *younger*.....; *Sisters, older*..... *younger*.....  
*Names of brothers or sisters who have attended high school*.....  
.....  
*Other relatives in the home*.....  
.....  
•Give below the place of birth, nationality, occupation, business or working address and phone number.  
.....  
.....

*Interests and Activities Record:*

*Are you interested in athletic sports and games?* .....  
*Did you take part in athletics in elementary school?* ..... *What?*.....  
*What are your favorite kinds or types of recreation?* .....  
.....  
*Have you a special hobby or interest?* ..... *What?*.....  
*Do you enjoy reading?*..... *What kind of books do you like best?* .....  
*What is the best book that you have read?* .....  
*What is your favorite magazine?* .....  
*Do you play a musical instrument?* ..... *What?*.....  
*Are you taking music lessons?\** ..... *What?*.....  
*Are you taking other private lessons\** ..... *What?*.....

*Interests and Activities Record continued:*

Do you belong to any clubs or organizations outside of school?..... What? .....

In what school clubs, organizations, or activities have you taken a part? .....

In which of the following activities would you like to take part while in high school? Name kind:

Athletics ..... Music .....

Literary..... Dramatics..... Publications.....

Student Office ..... Other Activity.....

Have you ever worked to earn money? ..... Do you have a job now? .....

Will you need to work to earn money while at high school?.....

Do you have regular home duties or responsibilities? ..... If so, what are they\* .....

\*Will the time you spend on any of these activities interfere with the time needed for home study?..... If so, explain: .....

.....

.....

.....

### *Health and Physical Record:*

What is the general condition of your health? .....

What was the approximate date of your last physical examination? .....

Do you have a general physical examination at least once a year? .....

Is your hearing good? .....

Is your vision good? ..... Do you wear glasses? .....

Are your teeth in good condition? ..... Do you visit a dentist regularly? .....

Is your posture good? .....

Do you have any difficulty in speaking, such as lisping or stammering? .....

Are you handicapped by any physical disability or chronic illness? .....

What serious illnesses have you had? .....

When?..... For how long?.....

Have you undergone a serious operation? .....

When?..... For what?.....

Do you worry about your health, physical condition, or personal affairs? .....

Mention and describe briefly any facts about height and weight, adenoids, tonsils, heart, lungs, left-handedness, motor co-ordination, diet, sleep, exercise, etc., if you feel that it will be helpful for your school adviser to know about them.

## School Record:

At what age did you enter school? .....

Did you go to kindergarten?..... For how long?.....

Did you skip any grades or half-grades in school?..... Which? .....

Have you had to repeat a grade or half-grade?..... Which? .....

Were you absent from school for a long time during any one year or grade? .....

When? ..... For how long a time? .....

For what reason? .....

What schools have you attended? List them in order: Elementary, junior high school, and senior high school.

School.....	City.....	State.....	Years.....	Grades.....
School.....	City.....	State.....	Years.....	Grades.....
School.....	City.....	State.....	Years.....	Grades.....
School.....	City.....	State.....	Years.....	Grades.....

From what elementary or junior high school did you graduate? .....

In what year? .....

What study or studies did you like best? .....

What study or studies did you like least? .....

What study have you found most difficult? .....

Name studies in which you have failed .....

Name studies in which you have had low marks .....

Every day during the eighth grade, how much time did you spend in study outside of school? .....  
Have you received any special recognition for excellence in school work, such as prizes, honors, special mention?  
How do you like school? Check: Like it very much..... Like it sometimes.....  
Neither like nor dislike it..... Dislike it..... Dislike it very much.....

*Selecting a Program of Studies:*

The modern high school offers a broad program of studies. The selection of a program of studies is an important problem. Both you and your parents are urged to consider this problem carefully and thoroughly. You should give attention to your present and probable future interests, abilities, and needs. The curriculum bulletin will furnish you with a complete description of the subjects offered, the requirements for graduation, and information concerning college preparation.

With the help of your parents, answer the following questions as completely as possible, and outline a program of studies which you believe will be well suited to your individual interests and needs. This outline should not be regarded as a *final choice* of program, but rather as a *first attempt* at planning your high school course. However, it should be thoughtfully done so that it will not need to be changed greatly unless unforeseen circumstances arise.

1. Do you intend to graduate from high school? .....
2. Are you planning to go to college? .....
3. If so, for what college would you like to be prepared? .....  
First choice..... Second choice..... Third choice .....
4. Are you familiar with the latest entrance requirements of these colleges? .....
5. Are you now interested in any occupation or profession as a life career?..... If so, what is your choice?  
First choice..... Second choice..... Third choice .....
6. In selecting your high school program of studies, what important considerations have influenced your choice of subjects? .....



## Planning a Program of Studies

After studying carefully the curriculum bulletin, do your best to outline on this page a program of studies. Follow the suggestions in the curriculum bulletin to help you plan your program. This first attempt to plan your program of studies will not necessarily be regarded as final. You will be permitted to change this plan when it seems desirable or necessary. However, you should make this first plan as carefully and completely as you can.

### Program of Studies by Years:

With the curriculum bulletin as your guide, list below four regular subjects for each year of your high school course.

#### Freshman Year


#### Sophomore Year


### Program of Studies by Majors and Minors:

Learn from the curriculum bulletin the meaning of major and minor subject sequences and electives. Arrange below, your four year program in terms of majors, minors, and electives.

#### Required Majors and Minors

##### (1) English Major


Major

(1) Mathematics or Commercial Minor

*Junior Year*

Minor

*Free Elective Units*

*Senior Year*

List Extra-curricular Activities in which you are interested:

1. 2. 3. 4.

Write suggestions or remarks concerning your program of studies that will be helpful to your adviser.

**Character Sketch: (To be filled out by the parents)**

Mark X the words or phrases in the columns below that in your judgment characterize your child. Use the remaining space on this page to further explain or describe your child's characteristics. These remarks will not be regarded as confidential information to be kept from the child.

.....Active	.....Assertive	.....Self confident
.....Good natured	.....Imaginative	.....Restless
.....Worries unnecessarily	.....Dependable	.....Wide interests
.....Original	.....Punctual	.....Quiet
.....Intellectually alert	.....Inferiority feelings	.....Impulsive
.....Nervous	.....Talkative	.....Excitable
.....Shy	.....Obedient	.....Lazy, indolent
.....Quick tempered	.....Easily discouraged	.....Impatient
.....Day dreamer	.....Persistent	.....Sociable
.....Easily distracted	.....Slow thinker, plodder	.....Bold
.....Courageous	.....Cheerful	.....Domineering
.....Does not concentrate	.....Self-conscious	.....Stubborn
.....Depressed	.....Too serious	.....Moody
.....Co-operative	.....Hard worker	.....Kindly
.....Good sport	.....Childish fears	.....Easy going

Would you like to meet your child's school adviser early in the school year to discuss matters related to the child's welfare at school? .....

## PART II.

To be filled out by the student's Elementary School Principal or Eighth Grade Teacher. This information will not be regarded as confidential. Make ratings on school achievement and comments regarding the student's character and personality as you would do when writing a report to parents with the best interests of the student in mind.

Indicate the average achievement of this student in the following eighth grade subjects: Use A for excellent, B for good, C for average, D for fair, and E for poor.

English..... Arithmetic..... Social Studies..... Science.....

Other subjects: .....

Mention instances in which the student has done commendable school work or distinguished himself as a school citizen.

.....  
.....  
.....

Make a brief statement of the student's work habits, special interests, industry, attitude, ability to do school work, personality traits, or other characteristics that mark him as an individual. ....

.....

Do you have further records or information about the student that would be helpful in matters of guidance and counseling? .....

Further remarks:

in its totality in order that teachers as guidance workers can be of assistance in accomplishing one of the primary aims of guidance: a happy student in an environment suited to his needs, interests, and abilities. The authors believe that it is necessary to study the school situation in light of both the common needs possessed by adolescents and the particular needs of the students concerned. Often within circumstances themselves there are many helpful elements, and a slight alteration may bring about a highly satisfactory adjustment. Certainly there is need to view the educational conditions within our own school and to inventory the opportunities and restrictions which we find there.

### *Requirements for Graduation*

One of the first questions coming to our minds when we are attempting to view the opportunities for all types of pupils in our secondary schools is that of the requirements for graduation, those aspects of the educational offering which are considered of sufficient importance that all students are required to establish at least slight contact with them. At a time when adolescents are in ever larger numbers pouring into the secondary schools of the country, what are the subjects or experiences which it is desirable that all pupils shall have? Faced with the question stated in this fashion, many schools would have difficulty in justifying as required subjects some of those that they now demand. In a speech delivered August 18, 1937, Dr. C. H. Judd of the University of Chicago said that general education should divorce itself from the aristocratic "liberal education" and should provide a secondary-school curriculum appropriate to present-day life. Speaking of the people of the United States, he said that he hoped in the near future,

They will recognize that the American educational institution which attempts to maintain a Latin-geometry curriculum is deceiving itself and its patrons by wearing the last tattered fragments of the



toga of aristocracy. What this country needs, and needs sorely, is liberal education appropriate to present-day life.

Continuing, he suggested,

All that is necessary to make possible a rational organization of the curriculum is a clear recognition of what the individual needs in his two capacities—first, in his capacity as a participating unit in community government and in community social life, and, second, in his capacity as a productive worker playing his peculiar part in trade, commerce, or a profession.

Other writers and thinkers in the realm of secondary education agree with Judd that much of the present-day curriculum does not prepare students to meet the social, civic, and vocational responsibilities that are thrust upon them. If, as Judd implies, the Latin-geometry combination is inadequate as basic required work, what should the required subjects be? The authors are willing to hazard the opinion that foreign language cannot be justified as required work in a secondary school. In the new secondary school the required work will consist of such material and experiences as are needed by all persons in their civic relationships, in their rôles as social beings, and as economically self-supporting units.

A school is not justified in requiring a subject for high-school graduation merely because some college or university requires that course for entrance to a particular school. The vast majority of those graduating from high school do not enter college. If the high school is sufficiently large to have a fairly wide offering, it should be possible for any one expecting to attend college to select whatever subjects are required for admission. The first responsibility of the secondary school, however, is to take care of the basic, common needs of all adolescents. Beyond that, preparation for college for those desiring to go is a legitimate objective. But under no circumstances can so-called college entrance requirements be justified as a basis for a common curriculum, required subjects, for all secondary-school students.

Furthermore, many colleges and universities are beginning to admit openly that the old specific requirements for admission are not the best indices of probable success in college. Several colleges have already freed the high school from preparing its graduates to meet specific entrance requirements. Colleges want students who are socially mature, personally well-adjusted, academically both capable and interested, able to read, speak, and write on a high level. None of the old standards measured these abilities directly. Newer entrance requirements are stated less often in terms of specific units and more often in terms permitting admission of students who can succeed at the college level. The eight-year experiment sponsored by the Progressive Education Association is a notable endeavor along this line.

It is the authors' opinion that the requirements for graduation should be such that all normal adolescents, except those removed from society because of handicaps, could meet them in the usual number of years. This does not mean that all adolescents could do successfully all the work in the secondary school, but rather that the common requirements for all could be met by any adolescent in attendance. Further, there should be subjects and curriculums that are above the common requirements but within the range of ability and interest of all of the adolescents in school.

Some believe that all subjects in the secondary school should be elective under guidance and that there should be no required subjects. Others suggest that secondary education be more and more considered general education with all pupils taking the same subjects. The authors believe that both of these extremes are wrong. There are some experiences and subjects which should be common to all, since all pupils are both social and civic beings. On the other hand, failure to differentiate some of the offerings according to abilities, interests, and future plans would be to negate the doctrine of individual differences at the secondary level. It is probable that not less than one-third or more than one-half of the work should be common to all

secondary-school students; the remainder of the student's program should be elective, with the advice and assistance of his adviser.

### *The Curriculum*

Beyond the subjects required of every one, what others are offered in any given school? Usually the smaller the school the less extensive the total offering. This seemed almost inevitable in the past though writers such as Cyr,<sup>1</sup> and Broady<sup>2</sup> suggest many innovations and possibilities for enriching the offering in small schools. The most unfortunate aspect of the situation, however, is that not only is the offering less extensive in the small school, but it is usually the most academic, the most traditional, the least progressive. Guidance often becomes scarcely more than a shibboleth where those in charge do little or nothing to make possible a situation which will minister to the needs and abilities of those in attendance and to those countless others who should be enrolled.

Much of the required work may be to meet the need which Judd calls one's capacity "as a participating unit in community government and in community social life." Perhaps one required course or subject should prepare adolescents to think in terms of their rôle as vocational beings. In part, at least, the vocational objective of the secondary school must be met by means of differentiation rather than through common education and training. The types of experiences, the background of knowledge and skills required to meet an individual's needs as a productive worker playing his peculiar rôle, will have to be much broader than those now found in small high schools.

Benton Harbor, Michigan, is one of the leaders in the attempt to supplement the work that can be offered through

<sup>1</sup> F. W. Cyr, Ray Langfitt, and William Newsom, *The Small High School at Work* (New York, American Book Co., 1936).

<sup>2</sup> Knute Broady, "Enriched Curriculums for Small Schools" (Lincoln, Neb., The University of Nebraska Teachers College and The University Extension Division, 1936).

regular classes by a program of correspondence courses taught during school time and under the direction of a regular teacher. Other Michigan communities are following this successful venture. In the state of Nebraska, the Teachers' College and the Extension Division of the University of Nebraska are rendering service by showing communities how the curriculum of the small school can be supplemented by these special courses offered under the direction of the State University.

It is always desirable for teachers and administrators to take an inventory of the educational opportunities offered in their school. Sometimes advisers have not been making the best use of the possibilities available; often an inventory will cause every one concerned to set about establishing opportunities that are more nearly in accord with the needs of those to whom the school wishes to minister.

### *The Program of Extracurricular Activities*

Not all of the process of education takes place through the regular school subjects. Extracurricular activities are a part of the educational process. In studying the entire educational facilities of a school, the teachers should survey carefully the extracurricular life of the school. There are many reasons why the so-called extracurricular activities should be studied closely. In the first place, they can and frequently do complement the more formal curricular subjects. If journalism cannot be offered as a subject for credit, many of the benefits accruing from its study may be gained through a journalism club whose responsibility it is to publish the school paper. A debating club or society may give its members as much real experience in public speaking as is obtained in many classes in speech. All too often we find that in those schools where the curriculum is limited, the extracurricular opportunities are likewise restricted. If extracurricular activities are to supplement the regular school work, the narrower the curriculum the broader should be the extracurriculum. Many times sponsors and teachers insist that pupils



in their schools do not care for these activities. If teachers survey the activities in their own schools in light of the common needs of adolescents, they frequently find a need for dropping some of the activities that are being sponsored and adding many more in line with the interests of the students. Finally, we often discover a vitality and interest in student activities not in evidence in the regular school work. This may be because the activities have been built on pupil interest and are organized in such a way as to meet pupil needs. In such a case, analyzing the student activities may give some excellent cues to the reorganizing of the curricular life of the school. Certainly the extracurricular activities of a school can do much to help a student explore his interests, discover his abilities, and receive first-hand experience in social and civic relationships. More attention will be devoted to this topic in the chapters which follow.

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## Chapter VI

### GUIDANCE AND THE CURRICULUM

In the development of most guidance programs the rôle of the curriculum, although of great importance, has been sadly neglected. In many schools there is little direct connection between activities carried on by those of the staff who are interested in guidance and the activities of the faculty members primarily concerned with the curriculum. This lack of co-ordination exists in spite of the fact that the guidance program has been all too often concerned with helping students solve problems arising from their contacts with the school curriculum. It seems ironical that the work of personnel departments has dealt largely with problems of an educational nature resulting from the failure of students to find satisfaction for their needs within the curriculum of the school. If guidance is to be developmental and preventive as well as curative, it is obvious that the guidance program should have a vital influence on the continuous reorganization of the curriculum.

This relationship between the curriculum and the guidance program of a school is essential if unfortunate failures, emotional tensions, personality frustrations, and other problems are to be prevented. Furthermore, it is of great importance that the guidance program make possible a situation in which every student may find himself in the most worth-while curricular environment. The secondary-school guidance program must be effective in providing positive, worth-while curricular experiences for all pupils.

#### THE DEVELOPMENT OF THE SECONDARY-SCHOOL CURRICULUM

The curriculum of the present-day secondary school has been developed largely by a process of addition. As new curricular

materials were produced and as new subject needs became apparent, new courses were added to the existing offering. The rapidity with which this process added new separate courses to the curriculum has already been referred to in the first chapter. Until recently, few schools have attempted to use any method other than the cumulative one to improve their curricular offerings. This method has not proved successful in reorganizing the curriculum. The development of a large number of subjects has resulted in an extremely complicated curricular offering within which each teacher has found it necessary to define carefully and adhere rigidly to his particular province. Overlapping between subjects was common until each course began to use a text and follow a course of study. The logically organized subject-matter approach has been much more influential in determining classroom practice than has a curricular philosophy based upon the belief that school subjects should accord with constantly changing social needs and social developments. By tradition and by historical acceptance this logical organization of subject-matter has been carried on from year to year with but few changes.

The development of so-called standards has also tended to increase the rigidity of the curriculum. The objective testing movement brought an intense interest in the measurement of teaching productivity. Achievement tests were devised to measure skills and facts in almost every school subject at every grade level. The teaching staffs of many schools became tremendously concerned with the competitive test scores made by their pupils. Out of the emphasis upon objective learnings came a series of grade and subject standards. In spelling, penmanship, reading, mathematics, and other subjects, definite standards of accomplishment were established, and major emphasis during the year was placed upon learning the information necessary to achieve or surpass the standard. This phase of curricular development reached the most absurd heights in those school systems where teachers were hired and fired on the extent to

which their pupils failed or succeeded in attaining the standards for that grade level, without taking into account other variables.

The growth of the textbook movement also influenced the curriculum. In many, if not in the majority of classrooms, teaching method as well as subject content was determined by the textbooks used. The result, too frequently, has been textbook teaching with little incentive for teachers or pupils to develop more vital curricular materials. Inferior teachers were supported and carried along by textbooks whereas superior teachers thought they had no alternative but to follow the texts. The restrictive force of such texts became more evident as city-wide, county-wide, and in many cases, state-wide texts were adopted and required.

As a result of these and other causes, the secondary-school curriculum has acquired an unfortunate rigidity, an undesirable complexity, a wide separation between the different subjects, and a lack of reality in terms of the needs, interests, and abilities of the pupils.

#### PLANS FOR CURRICULUM REORGANIZATION

At the present time there seems to be an accelerating interest in reshaping the curriculum. In some schools, the staffs are turning their attention to the entire reorganization of the curriculum, in others, to the making of minor alterations. In the discussion which follows, several plans for the reconstruction of the curriculum will be presented. The extent of interest in this phase of the secondary school is indicated in part by the number of plans which have been tried.

##### *Plan for Enriching Individual Subjects*

In attempting to meet the requirements of changing conditions, some schools have liberalized the requirements and therefore the activities of individual subjects. Instead of requiring each teacher to adhere closely to the textbook, encouragement was given teachers to enrich their own teaching by using

several texts and by increasing the amount of supplementary text materials. In these schools, teachers were encouraged to supplement their teaching through the use of additional curricular resources and at the same time to keep within the boundaries set for each subject.

### *The Plan of Combining Subjects*

In other schools the curriculum problem has been approached through the method of combining different subjects. In these schools it was believed that there were too many different subjects and that the way to correct this condition was to combine some of them. Consequently, literature and English were frequently brought together. Grammar was made a part of the English class. In some schools where this method was used even more extensively, such subjects as social studies and English were combined. But in every case the method was essentially the same: the bringing together of different subjects. This plan is largely concerned with rearranging curricular content.

### *The Social-Problems Plan*

A quite different approach was used by those schools attempting to reorganize the curriculum through a study of modern social problems. In this case, the staff of the school interested itself in modern social life. Out of this investigation certain important social problems were detected. The curriculum was then organized around these social problems, and subject materials were gathered in terms of these problems. The general areas of study might include such topics as the conservation of life, property, and resources; the production and distribution of goods and services; the consumption of goods and services; communication; transportation; recreation; unemployment; old-age security; housing; pure food and drug laws, and the like. Each semester or each year, a single problem was often used as a central theme for study and discussion. The new curriculum thus grew out of social irritations and social needs.



### *The Area or Core Plan*

Attempts at the simplification of the curriculum in some schools have resulted in a definite reduction in the number of different subjects offered. In these situations, the curriculum was composed of a small number of more general areas or core centers. All of the expressional subjects were brought together under some such title as language arts. All of the physical sciences were combined. The mathematical sciences were brought together. As a result, the entire curriculum of the school might have been grouped under language arts, fine and applied arts, sciences, and social studies. This plan for curriculum reorganization resulted in a much simpler subject arrangement. These areas constituted the curriculum for the entire secondary school. Many individual activities were permitted. This plan was primarily an attempt to reduce the number of curricular specialities.

### *The Center of Interest Plan*

A few schools have attempted more drastic methods of curriculum reorganization. In selecting materials and in formulating subject areas, emphasis was placed upon the interests of the pupils. A number of children were grouped together and after considerable study their interests were used as the determining factor in establishing their subject activities. If a large number of pupils were interested in a common topic, a group activity was arranged. Individual interests were provided for through individual projects. No curricular material or subject areas were set up in advance. The transition from one topic to another came as a result of changes in pupil interests. No materials were introduced in which the children did not evidence definite interests. Child interests formed the directing force in determining this kind of curriculum.

## DIFFICULTIES INVOLVED IN REORGANIZATION PLANS

All of these plans have certain advantages and disadvantages. Extending the resources for each subject is undoubtedly valuable. Interesting the student in current social problems is necessary. Using pupil interest as an important factor in curriculum development is essential. Reducing the number and the complexity of subjects is beneficial. All of the advantages of these plans which have been used for curricular reorganization should be utilized for the reorganization of curriculum. All of these plans have a contribution to make.

There are, however, certain weaknesses in all of the plans. Briefly, some of these weaknesses are:

1. These plans have tended to emphasize a rearrangement of subject content rather than the development of a new pupil-teacher relationship. The reorganization of content is of little significance unless a more vital and a more helpful pupil-teacher relationship is established.
2. These plans have not adequately provided for the in-service training necessary for teachers. In the majority of cases, the change from one plan to another is made without providing for the evolutionary development through which teachers must go. Teachers learn in much the same manner as pupils: by new experiences and by a gradual increase in responsibility. Teacher learning is an essential part of any movement for reconstructing the curriculum.
3. These plans have not sufficiently aided teachers with the guidance techniques essential to adequate pupil understanding. In very few cases has the plan for curricular change been accompanied by a thoroughgoing attempt to help teachers use tests, scales, inventories, blanks, and other guidance instruments so necessary and so helpful to any effective attempt to understand the individual pupil.
4. The basis for curricular change has been too limited in the past. In some cases, a study of the social scene was considered sufficient to a plan for reorganization. In other schools, a study of pupil interests was the only basis used. Effective curricular change must be based upon a study and an understanding of the individual pupil, of the group of which the individual is a part, and of the situations in which the individual and a group function. Plans for curricular

reorganization which neglect the individual or group or situation cannot adequately meet present-day demands.

5. The plans for curricular change which have been described do not provide adequate or continuous contacts between pupils and teachers. More recent concepts of the curriculum conceive of it as continuous life experience. If the curriculum is to be a continuous experience, it is necessary for the pupils to have long-continued and intimate contacts with their teachers. Curricular reorganization cannot be separated from the guidance, administrative, and extracurricular contacts between pupils and teachers.

#### THE RÔLE OF A GUIDANCE PROGRAM IN CURRICULAR REORGANIZATION

The authors believe that the guidance program can be an effective factor in the continuous reorganization of the curriculum. Through the insight made possible by guidance procedures teachers can select subject-matter experiences more closely related to the needs, interests, and abilities of the pupils. New and needed types of curricular materials can be introduced. In addition the overlapping of subject content can be more easily eliminated because of the close contact between pupil and teacher.

The following suggestions may prove helpful in initiating curricular changes through a guidance program.

1. Teachers should retain the same group of students in a subject area as long as this continued contact seems profitable.
2. Homeroom sponsors should be encouraged to offer a subject to their homeroom students in addition to the contact with these pupils in the homeroom period.
3. Teachers should be encouraged to teach more than one subject.
4. Two or more teachers should be encouraged to coöperate in offering a more extensively integrated program.
5. New materials may be continuously introduced into various subjects and the amount of time used for this purpose can be extended.
6. All teachers at each grade level should meet frequently and discuss and formulate plans for curricular reorganization.

7. The guidance-minded teacher should integrate the subject activities of the pupil and relate them to his total development. The homeroom period should be useful in interpreting all of the separate curricular experiences engaged in by pupils.

8. The teacher as adviser should be helpful to pupils in guiding them into those curricular and extracurricular experiences which promise greatest worth.

9. Teachers should be aided in their curricular work through special bulletins and other types of helpful materials. A mimeographed curriculum bulletin might well be issued to give information about the requirements for graduation, the subject offering, the activities and requirements of each course, the requirements for college entrance. Prognostic test results might well be made available to teachers.

#### SELECTING HOMEROOM CURRICULAR MATERIALS

It is in the homeroom, usually, that the greatest opportunities are present for the introduction of new materials and the newer approaches to curriculum-building. Here the teacher is free to add significant subject experiences. Here, materials most closely related to the real needs, interests, and abilities of pupils can be easily included.

The selection and development of curricular materials for use in the homeroom, however, require careful attention and a great deal of faculty participation. In the past very little attention was given to this phase of the homeroom, and as a result teachers were not well acquainted with the purposes of these group activities. Many homeroom sponsors, as a last resort, used this period for study. In still other schools, uniform programs were given to all sponsors. Teachers rebelled against this curricular rigidity of homeroom activities and quietly refused to use the materials. In either case homeroom programs proved quite unsatisfactory.

#### *Suggestions for Successful Homeroom Group Activities*

In discussing the rôle of group activities in the homeroom, it is important to remember that a group is an assemblage of in-

dividuals. Each individual brings to the group his own experiences, needs, interests, and abilities and carries away from the group different reactions and suggestions than those he had when he came into the group. The group is a group largely in terms of administrative organization but is individual largely in terms of the assistance received by the members of the group.

The homeroom period can be used as the basic unit in the group guidance program of the school. During these periods the materials and the activities should be primarily directed toward helping pupils with their guidance problems. The following suggestions as to group activities of the homeroom may assist sponsors in using the homeroom time more wisely.

1. Group activities are often more efficient than individual guidance activities. In every school there is a large amount of common information needed by the pupils. To deal individually with each pupil in presenting this information is often inefficient.

2. Group activities utilize the stimulation of the group. All pupils can learn from each other. In every social situation there is much stimulation which comes from group creativeness. Increasingly this social stimulation needs to be used in the group guidance program.

3. Only group activities can help pupils to learn to function as members of a group. More and more our life activities are becoming group activities. Increasingly emphasis needs to be placed upon assisting pupils to make successful adjustments to group situations.

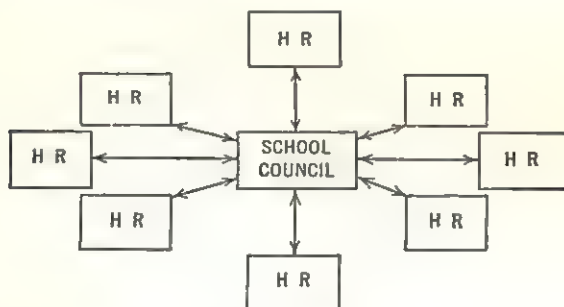
4. Group activities should be used by the sponsor as a real opportunity to understand the individual. Too often our attempts to gain insight about an individual have emphasized the study of the individual in individual situations. However, we are coming to believe that the significant unit for study is the individual in the group situation. By observing the individual pupil as he participates with the group, we can really understand the pupil as an individual.

5. Group activities in the homeroom can assist the group in the solution of group problems. Many, if not most of our difficulties today are social problems which no single individual can solve. Too little attention has been given in our schools to these significant group needs. The homeroom period can be used to stimulate consideration of these problems. Such group needs as old-age security, prevention of unemployment, health and accident care and prevention, adequate



hospitalization, and recreational opportunities are problems which must be solved by our social groups. Our schools need to give more serious consideration to these problems. The homeroom period provides the time and place for a discussion of them.

6. The homeroom group can be used as a small unit in the program of the entire school. School morale and school spirit can be developed through the group activities of the homeroom. School elections can be carried on through these units. The homeroom period can be used to discuss the work of the school council and to relay to the council the suggestions and conclusions of the homeroom group. The homeroom can be the small district in the school nation. A continuous interchange of reactions and suggestions can be taking place between the homerooms and the school council. The school council can be used as a central agency to discuss the problems raised by the several homerooms. The following chart indicates the central rôle of the council. There should be a constant interplay between the council and the homerooms.



Possibilities of this interrelationship may be suggested by the following:

*a.* A problem for discussion arises in either the council or in one of the homerooms.

*b.* It is discussed where it arises, and the homeroom representative carries the tentative suggestions to the council or to the homeroom as the case may be.

*c.* The suggestions of all of the homerooms are formulated during a discussion period in the homerooms led by the council representative. Then suggestions are sent to the council.

*d.* The council pools all of the ideas into a program for action

or relays the problem back to the homerooms for further consideration.

e. After ample opportunity for discussion the final program is selected by the council, the discussions and the resulting activity having provided many opportunities for group guidance.

### *Criteria for the Selection of Materials*

The following criteria are mentioned as suggestions to be used by homeroom sponsors in selecting and developing curricular materials to be used in their homerooms. In every school, however, the materials and activities must be varied in accordance with local conditions.

Homeroom sponsors may find it advisable to devise an informal score sheet using these and other criteria as basic factors.

1. Do the curricular materials provide activity and guidance for all pupils, at all educational levels, and in all situations?
2. Have these materials grown out of a careful study of the needs, interests, abilities, and opportunities of the individual members of the group?
3. Are these group activities flexible enough to be adapted to varying teachers, pupils, and situations?
4. Do these group activities provide for the continuous development of the pupils?
5. Do individual teachers have sufficient freedom and sufficient incentive for individual effort?
6. Do these group activities deal with problems which are significant to the pupils?
7. Do these materials provide for constructive social participation?
8. Do these materials supplement and enrich the other activities of the school?
9. Do the students play an important part in the selection and development of these materials?
10. Do these group materials and activities provide for and encourage a program of individual counseling? Do the group materials and the program of individual counseling mutually enrich each other?
11. Do these materials provide for discussions which result in

# SENIOR HIGH SCHOOL

## HOMEROOM PROGRAMS

<i>Date</i>	<i>Sophomore</i>	<i>Junior</i>	<i>Senior</i>
Oct. 2	Complete cards, election of officers, aims and purposes	Same	Same
Oct. 9	Fire prevention	Fire prevention	Fire prevention
Oct. 16	Individual conferences on grades	Individual conferences on grades	Individual conferences on grades
Oct. 23	Hobbies and spare-time activities	Hobbies and spare-time activities	Hobbies and spare-time activities
Oct. 30	Parliamentary procedure	Parliamentary procedure	Parliamentary procedure
Nov. 6	Sportsmanship in athletics	Sportsmanship in athletics	Sportsmanship in athletics
Nov. 13	How to study	How to study	How to study
Nov. 20	Personal hygiene	Outside speaker	Outside speaker
Nov. 27	First Aid	Scientific development	Outside speaker
Dec. 4	Individual conferences on grades	Individual conferences on grades	Individual conferences on grades
Dec. 11	Citizenship	Citizenship	Citizenship
Dec. 18	Christmas program	Christmas program	Christmas program
Jan. 8	Advanced registration	Advanced registration	Advanced registration
Jan. 15	Traffic rules and regulations	Traffic rules and regulations	Traffic rules and regulations
Jan. 22	Individual conferences on grades and check registration	Same	Same
Jan. 29	Introductions	Budgeting	Outside speaker

<i>Date</i>	<i>Sophomore</i>	<i>Junior</i>	<i>Senior</i>
Feb. 5	Table manners	Buying	Outside speaker
Feb. 12	Following the crowd	Personal qualifications necessary for a successful career	Outside speaker
Feb. 19	Smoking and its effect on people	Causes of failure in home and business	Outside speaker
Feb. 26	Obedience to proper authority	Traffic rules	Outside speaker
Mar. 4	Individual conferences on grades		
Mar. 11	Care of public buildings and property	Making the most of talents and abilities	Outside speaker
Mar. 18	Accident prevention	How to read a newspaper	Outside speaker
Mar. 25	Learning how to get along with other people		Outside speaker
Apr. 1	Invitations and refreshments		
Apr. 15	Individual conferences on grades		Outside speaker
Apr. 22	Advanced registration	Advanced registration	Outside speaker
Apr. 29	Advanced registration	Advanced registration	Outside speaker
May 6	Citizenship	Citizenship	Citizenship
May 13	Should I quit school and go to work?	Study of occupational requirements	Outside speaker
May 20	Vocational guidance	Vocational guidance	Outside speaker
May 27	Homeroom party	Homeroom party	Homeroom party

definition of the causes and the importance of the central problem need to be discussed.

3. Gather the necessary information. During this stage the members of the group are engaged in getting at the facts. All of the potential sources of information are mentioned and investigated. This fact-finding period is very important and should be carried on continuously during the remainder of the project. During this period the suggestions, opinions, and experiences of the group are related to the central problem.

4. Search for what to do. During this stage of the discussion various plans or proposals will be made. The points of agreement and the fundamental differences should be clearly presented. Each proposal should be studied in terms of the reasons for the plan, the supporting evidence, and the probable outcome if the plan is enacted. During these discussions each pupil should be encouraged to make the maximum contribution and no pupil should be permitted to monopolize and exploit the other members of the group. A tentative plan should be agreed upon as a tentative basis for action.

5. Plan to carry out the decision. During this stage of the discussion major attention is given to the implementation of the plan. The necessary steps are studied, and the methods of initiating and carrying on the plan are detailed.

6. Do something with the plan. Creative group discussions should result in action. The members of the group should feel that progress is being made and that changes are taking place. This stage of the discussion is of greatest importance and unless the members of the group recognize the progress future discussions will seem of little value to them. This is the stage of activity.

7. Evaluate the entire procedure. After the plan has been carried out, the members of the group should have an "inventory" period to evaluate the strengths and weaknesses of the procedure. This follow-up should be of decided value in preparing for future undertakings. If possible a record or diary of events might prove helpful. Each discussion and each project should furnish new insights which will make more effective future discussions possible.

These procedures can be used by all sponsors in preparing and administering group discussions in the homeroom. Through these creative group discussions, the sponsor can learn many techniques of discussion and leadership which can be used in classroom situations.



During the next few years, the curriculum of the secondary school will undergo extensive changes. In directing these changes it is advisable that the desirable aspects of past attempts be utilized and that curricular change be initiated in an evolutionary manner. More and more emphasis needs to be placed upon the competence of the teacher in studying and understanding pupils. Only out of an effective program of pupil study can a vital program of curricular change be successfully carried on. Teacher-training in pupil study should accompany emphasis upon curricular reorganization. The homeroom provides a desirable link between the guidance activities of the school and the curriculum. The guidance program can stimulate and direct curricular change. Out of an expanding program of vital guidance activities can come a new and a more significant secondary-school curriculum. The new curriculum should be a major part of the guidance program.

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4. Discussing vocational choices with students
5. Discussing discipline problems with students
6. Discussing further education
7. Discussing personality traits
8. Discussing codes of ethics
9. Discussing personal appearance
10. Discussing safety education
11. Discussing hobbies
12. Discussing health problems
13. Meeting the parents of the students
14. Discussing community citizenship
15. Explaining graduation procedures
16. Discussing the use of the cafeteria
17. Explaining the proper use of the school plant
18. Discussing problems of thrift
19. Discussing the use of self-evaluative blanks
20. Discussing leisure-time interests
21. Discussing leisure-time reading
22. Discussing specific vocations
23. Discussing newspaper reading
24. Discussing movies, plays, etc.
25. Discussing the effective use of the radio
26. Conducting citizenship contests
27. Having outside speakers on vocations
28. Showing vocational films
29. Touring the school building
30. Making vocational scrapbooks

The wide range of topics covered indicates the all-inclusiveness of homeroom programs. The lack of rigid program planning makes possible this direct dealing with all types of student problems.

#### GROUP-GUIDANCE SUGGESTIONS

The following topics are included to suggest to homeroom sponsors the types of programs possible. In almost every case the topic suggested is of sufficient importance to merit discussion for an entire homeroom period. Each sponsor and each homeroom group can use these suggestions for full-length lessons and

for stimulating more extended studies. These topics are suggested because the majority of homeroom sponsors are in need of ideas from which to develop effective homeroom programs.

The authors do not feel that uniform programs for all rooms can or should be used. In each homeroom, the sponsor and the pupils must evolve the types of materials that work best for that particular group. The principal, guidance director, or homeroom committee should attempt to furnish some such suggestive materials which sponsors may use if they think the materials can be adapted to their own students.

### EDUCATIONAL GUIDANCE SUGGESTIONS

1. What do I need to know about the school I am entering?  
What is the history of the school?  
What are its traditions?  
How many buildings are there, and what is each one used for?  
Where are the library, cafeteria, gymnasium, classrooms, and study halls?  
What are the general rules regarding the use of these rooms?  
What are the traffic regulations?  
What are the seating arrangements for assemblies?
2. What should I know about the subjects I am going to take?  
What are the requirements for graduation?  
What courses are required in each year?  
What does each class deal with?  
Shall I plan a four-year program?  
What books are required in the various courses?  
What is the relationship between going to college and the courses I take in high school?  
What part should my parents take in helping me to select my subjects?  
What kinds of abilities and interests are required in the different subject fields?
3. In what other activities should I participate?  
What kinds of activities are available?  
Upon what bases should I choose these activities?  
What clubs should prove helpful to me?

EDUCATIONAL GUIDANCE SUGGESTIONS—*Continued*

- Should I participate in the preparation of the publications of the school?
- What social events should be helpful to me?
- What is the purpose of the school council?
- Should I try to become a member of the school council?
- What athletic activities are offered?
- What music events are there?
- Are there any literary, dramatic, or forensic activities I should join?
4. How can I learn to study effectively?
- Should I develop a regular study plan?
- Why is it important to learn efficient methods of study?
- What is study?
- What are favorable conditions for study?
- What are some desirable study habits to cultivate?
- What part do classroom activities play in studying?
- What are some rules for concentrating?
- How can I apply what I learn?
- What books contain helpful suggestions on how to study?
5. What out-of-school educational agencies can help me?
- What use can I make of the public library?
- How can educational resources of the church help me?
- Are these any community educational activities?
- What community organizations might help me continue my education?
- Are there any private schools able to assist me?
6. How can I use the library most effectively?
- How do I get a library card?
- What are the regulations regarding hours, taking out and returning books, using books in the library?
- According to what plan are the books arranged in the library?
- What is the nature, purpose, and value of the card catalogue?
- How can the *Reader's Guide* help me?
- What are the purposes of the different kinds of books?
- What is the value of browsing?
- What use should I make of the magazines and newspapers in the library?
- How can the librarian help me?

7. How can I learn to read more rapidly and effectively?  
What part does reading play in my school life?  
How can I improve my reading vocabulary?  
How can I develop speed in reading and still be thorough?  
What are some devices to speed up my reading?  
On what level do I read?  
What connection may there be between my reading interests and my rate of reading?  
What are the different purposes for which I read?  
Should I increase or decrease the amount of reading I do?  
What effect are the movies having on my reading ability?  
What use should I make of the dictionary when I read?  
What agencies in the school can help me read more effectively?
8. What sources of help and guidance are available in school?  
How can my homeroom and my homeroom sponsor help me?  
How does the principal help pupils?  
Are there any other individuals to whom I can go?  
How can I be helpful to other people?  
Why is it important for me to learn to help myself?
9. What is the place of the student in school?  
What responsibility do I have for maintaining the record of the school?  
What part do I have in keeping the buildings and grounds in good condition?  
What should be my attitude toward the rules and regulations of the school?  
What responsibility do I have for the success or failure of the homeroom group of which I am a member?  
To what extent am I responsible for the good behavior of myself and others?  
What attitude should I have in the assembly, library, corridors, study halls, classes, cafeteria, and the gymnasium?  
How can I be a good school citizen?
10. What is the purpose of such pupil organizations as the council, assemblies, clubs, publications, intramural activities, etc.?  
Shall I subscribe to the school paper?  
Who are eligible for membership in these?



EDUCATIONAL GUIDANCE SUGGESTIONS—*Continued*

What officers do they have?

What responsibilities and functions does each activity have?

What services do they render the school?

How can these organizations be helpful to pupils?

How can I be helpful to the school council?

11. Why do we have homerooms?

What is the nature of the homeroom organization in the school?

What is its purpose?

What is my responsibility as a member of a homeroom group?

What can I expect my homeroom sponsor to do for me?

How are homeroom meetings conducted?

What are my responsibilities as a member of a homeroom?

12. What do I need to know about the social life of the school?

What is the social code of the school?

Are the students friendly toward freshmen?

What school parties are there?

What type of clothes should I wear to school, to parties, to dances?

What are considered the big social events of the year?

13. How can I best succeed in high school?

What do I consider success in high school?

What do I consider successful scholarship?

How does my attitude toward my work have to do with whether or not I succeed?

How can psychological and educational tests help me predict my success in school?

Why are grades significant?

What is the purpose of report cards?

14. Am I going to college?

Is a college education necessary for me?

Can I afford it?

What type of school would best suit my ability and plans?

Have I qualities which would insure my being successful in college?

- Have I planned my high-school course so that I can be admitted to the college of my choice?  
What are some ways I may continue my education other than by going to college?  
Where can I learn more about colleges and a college education?

## VOCATIONAL GUIDANCE SUGGESTIONS

1. Why is it important for me to study about vocations?  
Why is vocational success so important?  
What do I need to know about vocations in general?  
How will a knowledge of vocations in general help me to select a vocation?  
When should I begin to study my own vocational problems?
2. In what vocations am I interested?  
How can I learn about my interests?  
Can I develop new vocational interests?  
Is it important for me to select a job in which I am interested?  
In what general fields do my interests lie?  
What tests and other types of materials can help me find my interests?
3. What vocational abilities do I have?  
What jobs have I had experience with?  
What kinds of work can I do successfully?  
Do any of my hobbies reveal my vocational abilities?  
How can I acquire vocational skills?  
How can I test out my vocational abilities?  
What persons can help me find my abilities?
4. What factors are important in studying vocations?  
How important is the salary paid?  
How permanent is this type of work?  
How crowded is this vocation?  
Can one make progress in this job?  
Is it possible to transfer to other lines of work?  
What about working conditions?  
What types of people work in this occupation?

VOCATIONAL GUIDANCE SUGGESTIONS—*Continued*

5. Where can I get information about vocations?  
What agencies in the school will supply information?  
What agencies outside the school will supply information?  
What sort of reading can I do?  
What help will conferences on vocations furnish?  
What vocational films should I see?  
Can I talk to different people and receive aid?
6. What are the purposes of a vocational guidebook?  
What is a vocational guidebook?  
When should I start such a book?  
What should be included?  
How can I continue to use such a guidebook?  
Can these guidebooks be developed during the homeroom periods?
7. Are there any people able to help me study my vocational problems?  
How can successful men and women in many kinds of occupations be helpful?  
What assistance can the graduates of our school give?  
What help can our homeroom sponsor give?  
How can my parents help me?
8. How can I learn about myself in terms of a particular vocation?  
How can I determine what are my particular abilities or skills?  
Do my particular interests fit in with this occupation?  
What characteristics do I have which narrow the field of occupations for me?  
Where can I receive help in analyzing my strengths, interests, etc.?
9. How do I go about getting a job?  
Through what avenues may I learn about vacancies?  
What are some techniques to use in applying for a job?  
Can employment agencies help?  
How do I write a letter of application?  
Can my school help me in applying for a position?  
What service organizations might prove helpful?

10. Where can I get the training necessary for different types of work?  
 Should I receive the best training in college, trade school, business school, or apprenticeship?  
 Having decided upon the type of institution, how shall I select the best one?  
 Who can supply information and advise me?  
 Can I help to train myself?  
 Can I secure part-time work now which will help me later on?  
 What high-school courses can I take which will help me with my vocational problems?

#### RECREATIONAL GUIDANCE SUGGESTIONS

1. What is the importance of recreation?  
 2. How have recreational activities changed in recent years?  
 3. What recreational activities does the school provide?  
 To what extent is our present program adequate?  
 What are other schools doing that we might do?  
 Do we have enough of the clubs to offer opportunity to every one in the school to enjoy recreation which appeals to him?

4. What all-school clubs are available?

Booster	Honor	Safety
Boys' Club	Lunchroom	School Service
Business managers	Leadership	School Welfare
Cafeteria	Monitor	Social Workers
Cheerful Service	Patrol	Student Council
Cheerleaders	Pep	Student Court
Corridor Guards	Presidents' Club	Traffic
Girls' Club		

5. What hobbies or interest activities can I develop?

A. Foreign-language activities	Latin dramatics
French conversation	Mythology
German singing	Spanish dances
Italian	Spanish dramatics
Language auxiliary	

RECREATIONAL GUIDANCE SUGGESTIONS—*Continued*

## B. Physical-education activities

Apparatus	Golf
Archery	Gymnastics
Athletic fiction	Health and hygiene
Baseball	Hiking
Badminton	Hockey
Bicycling	Horseshoe pitching
Bowling	Lettermen's club
Boxing	Life saving
Camping	Ping pong
Croquet	Posture
Dancing	Riding
Ballet	Rifle
Ballroom	Skating
Clog	Skiing
Folk	Soccer
Modern	Softball
Tap	Swimming
Fencing	Tennis
First Aid	Track
Football	Tumbling
Games	Wrestling

## C. English activities

Adventure	Literary appreciation
Biography	Literary society
Book collector	Marionette or puppet
Book design	Modern American authors
Book lovers	Mystery stories
Book reviewers	Picture and story
Correct English	Play reading
Creative writing	Play writing
Dramatic poetry	Poetry of foreign lands
Editorial staff	School magazine
Famous men and women	School paper
Journalism	Short-story writing
Language through games	Story-telling
Letter writing	Studio
Let's read	World literature
Library service	



## D. Speech activities

Acting

Better speech

Choric speaking

Costuming

Debate

Dramatic

Forum

Impromptu speaking

Stage design

Little theater

Make-up

Movie-making

Oral reading

Oratory

Public speaking

Radio broadcasting

Stagecraft

## E. Social-studies activities

Famous women of history

Geography

Historic research

Historical dramatics

Historical fiction

Historical jig-saw puzzle

History display

Indian lore

International

Junior Chamber of Commerce

Junior Humane

Junior Red Cross

World study

Junior Rotary

Know your city

Medieval history

Parliamentary

Personal improvement

Political problems

Red Cross

Social service

State history

Student government

Topics of the day

Travel

Who's Who

## F. Nature-study activities

Flower

Forestry

4-H Club

Future Farmers of America

Gardening

General agriculture

Home and garden

Judging

## G. Art activities

Applied art

Art research

Art service

Basketry

Block printing

Brush and palette

Brush and pencil

Cartoon

Clay modeling

Commercial art

Crayon sketch

Famous pictures

Film, slide, and picture

Geometric lettering

RECREATIONAL GUIDANCE SUGGESTIONS—*Continued*

Greeting card	Portrait sketch
Illustrators	Poster
Leather craft	Pottery
Lettering	Reed and raffia
Linoleum block	School arts
Mask-making	Sculpture
Paper craft	Show-card writing
Pastel	Sign printers
Pencil sketch	Silhouette
Perspective drawing	Sketch
Photography	Soap-carving
Place card	Water color

## H. Science and mathematics activities

Applied mathematics	Modern inventions
Astronomy	Motion pictures
Chemistry	Movie machines
Current science	Natural science
Electricity	Photography
Experimenters	Physics
Field and stream	Radio
Fish and game	Rule and compass
Fun with figures	Science biography
General science	Science literature
Inventors	Science news
Kodascope	Slide rule
Mathematics puzzle	Taxidermy
Microscope	Telegraph

## I. Domestic-art activities

Baking	Home entertainment
Boys' camp cooking	Home-makers
Candy-making	Home management
Cooking	Home nursing
Costume design	Hook and needle
Crocheting	Hooked rug
Cross stitch	Hospital aid
Dressmaking	Hostess
Embroidery	Interior decorating
Fancy work	Knitting

Millinery	Rag rug
Needlework	Recipe
Oilcloth craft	Red Cross dressmaking
Old-time fancy work	Tatting
Patchwork quilt	Textile design
Quilting	Tie and dye
Yarn craft	

## J. Manual-arts activities

Airplane	Mechanical drawing
Architectural drawing	Metal work
Automobile	Miniature railroads
Auto driving	Model-making
Birdhouse	Ornamental iron
Blue print	Printing
Boat-making	Saw club
Cedar draft	Sheet metal
Drafting	Ship-modeling
Electricity	Stage craft
Handicraft	Tin-can metal work
Home mechanics	Toy-making
House-building	Toy motor
Jigsaw-puzzle-making	Wood-carving
Kite-making	Woodwork
Yacht building	

## K. Music activities

Band	Music appreciation
Chorus	Operetta
Drum and bugle corps	Orchestra
Glee clubs	Popular songs
Harmonica	Stringed instrument
Light opera	Swing
Melody	Ukulele
Minstrel	Violin

## L. Miscellaneous activities

Anagram	Camp craft
Autograph	Card games
Believe it or not	Checkers
Bridge	Chess

RECREATIONAL GUIDANCE SUGGESTIONS—*Continued*

Circus	Magicians
Collectors	Movies
Cross-word puzzles	Oddities
Curiosity	Party games
Dog lovers	Party planners
Film review	Ping pong
Game exchange	Puzzle
Indian checker	Scout craft
Jokesters	Scrapbook
Knot-tying	Stamp-collecting
Lotto	Stamp- and coin-collecting
Magazine clipping	Table games
	Wood puzzle

6. What recreational activities does my community offer?  
 Where are the playgrounds?  
 What can the community center offer me?  
 What are the recreational possibilities of the public library?  
 Where are public tennis courts?  
 Where may I swim?  
 Are there golf clubs I can afford to join?  
 Where may I carry on activities similar to those I enjoyed in school?  
 What recreational program does my church have?
7. Why should I build a recreational program for myself?  
 Why is a balanced selection of leisure activities important?  
 What part of my recreation should the movies comprise?  
 What use should I make of the radio?  
 What proportion of my day should my recreational program occupy?  
 How can I increase the amount of personal satisfaction I derive from my program?
8. What hobbies interest me?  
 In what new hobbies might I interest myself?  
 Why should I cultivate hobbies that do not require much money, much equipment, or too many persons to carry them on?
9. Where can I find further information about recreation?  
 What books are available?

- What persons can be of assistance?
10. How can I learn more about myself through participation in recreational activities?
- What value have recreational guidance tests?
- What qualities of sportsmanship do I have?
- What qualities do I need to cultivate?
- How can I learn about my interests and abilities through a well-balanced recreational program?

#### PERSONAL-SOCIAL-CIVIC SUGGESTIONS

1. What is personality?  
How can I become the kind of person I should like to be?  
What relation is there between personality and popularity?  
Where can I learn more about personality?
2. What traits of character are desirable?  
What personality traits should I as an individual cultivate?  
In what group activities can I engage to develop the desirable traits and discourage the undesirable?  
What use can I make of tests on personality?
3. How can I improve my personal appearance?  
What improvement can I make in the appearance of my hair, nails, and complexion?  
What changes should I make in the type of clothes I wear?  
How can I improve my posture?
4. What is the code of a good student?  
What should my attitude be toward cheating, smoking, drinking, tattling, preparing my lessons, petting, gambling, financial obligations, race prejudice, and personal appearance?  
What is my moral code?  
What should be the code of our school?
5. How can I make friends?  
How should I choose my friends?  
What is a real friend?  
How can I be a good friend?  
What social skills are helpful in making and keeping friends?
6. What are the essentials of good conduct?  
What do I consider good conduct at class meetings, in the school cafeteria, in the halls, in the library, at school parties, at the telephone, at home, in public places, when dating, with older people, at games, in assembly?  
What is it to be a good sport?



PERSONAL-SOCIAL-CIVIC SUGGESTIONS—*Continued*

- What is the relation between school spirit and sportsmanship?
7. What are the necessary qualifications of leaders?  
What characteristics does a good leader have?  
What responsibilities rest upon leaders?  
What can I do to improve the quality of leadership in our school?  
What opportunities does the school offer for the development of good leadership?  
How can I develop into a leader?
8. How can I contribute to the welfare of my school and my community?  
What are my responsibilities and privileges as a member of the student body of the high school?  
What part should I as a representative of the school play in the life of the community?  
In what projects might our school help the community?  
In what civic projects should I join?  
What community projects should I support?
9. How can I best prepare myself to take my place as a citizen?  
What does citizenship in America mean?  
Why should I study about candidates for local, state, and national offices?  
Why should I learn as much as possible about our city, state, and nation?  
How can making a budget help me?  
What can I learn about investing money?  
Why should I study the local, state, and national crime record?  
What use can I make of social-civic tests and socio-economic ratings?  
How can students develop a better school?
10. How can I improve my social relationships?  
Where can I get information about manners and customs?  
To what extent am I responsible for getting along with other people?  
What use should I make of books of etiquette?  
What social skills are desirable and how can I best acquire them?  
What activities can we carry on in our homeroom to help us?
11. How can I develop a life philosophy?

- Is it important that we develop a philosophy of life?  
What do we mean by a philosophy of life?  
What types of values are included in a philosophy?  
How do we acquire an adequate life philosophy?  
How can a life philosophy contribute toward personal happiness?  
What school and community organization can help me to develop a more adequate philosophy?

## HEALTH SUGGESTIONS

1. Why is health an important subject for study?  
What is good health?  
What activities in life are dependent upon good health?  
To what extent can health be improved?  
What are some of the facts that are fundamental to the improvement of health?
2. What factors are necessary to the maintenance of good health?  
Why do we need sleep and rest?  
Why is fresh air important?  
Why is cleanliness essential?  
What constitutes a proper diet?  
How can posture affect health?  
What care should be taken of the sense organs?  
What do I need to know about foods?
3. How can I improve my own health habits?  
What does my health record reveal?  
Do I get the proper amount and kind of sleep and rest?  
Am I careful to observe the rules of cleanliness and sanitation?  
Why is it important to have good health habits?  
What are good food habits for me to establish?  
Do I take proper care of my teeth, eyes, ears, etc.?  
What can I do to improve my posture?  
What attention should I pay to my height and weight?  
How will the use of alcohol and narcotic drugs affect me?  
What should be my attitude toward physical examinations?  
Of what value are health-guidance tests?
4. What should I know about public health?  
Why should I be interested in the program of the state and local boards of health?  
What are some ways I can promote community health?

HEALTH SUGGESTIONS—*Continued*

- What is a sensible attitude for me to have toward vaccination, quarantine, communicable diseases?
- What are Federal, state, and local food and drug laws?
- What method of sewage disposal is used in our community?
- In what ways are the community sources of food and water supply satisfactory or unsatisfactory?
- Why should I learn about the local hospital facilities?
- What services do the clinics provide?
5. What are some common health hazards at home?
- What are some common sources of infection and how can they be avoided?
- What responsibility should I have for keeping my home clean?
- Are lighting conditions good?
- Is there good ventilation and temperature control?
- What are the "danger spots" in our home?
- Do many accidents occur at home?
6. Why is safety education important?
- What relation is there between safety education and conserving human life?
- What relation exists between safety and courtesy?
- What effect should safety education have upon my driving, upon my conduct at school, upon such practices as running and shoving in the halls, throwing things, playing practical jokes, upon my handling of firearms, upon my actions in case of a fire or an accident, etc.?
- How important do industrial concerns consider it?
- How can we apply what we learn to improving our own community?
- How can we learn to be good drivers?
7. How and where can I get more information about health?
- What can we learn during the homeroom discussions?
- What local agencies will supply such information?
- What books contain suggestions?
- What persons might furnish ideas about health?
- What materials are in the library?
8. What is mental health?
- What does the school program do to better our mental health?
- What are evidences of good mental health?
- What is the relation between physical and mental health?

- What are some ways I can improve my mental health?
9. How can I use doctors and dentists more effectively?  
What should be my attitude toward them and their services?  
How regular should my visits be to them?  
What specialized services does our community need?  
What is socialized medicine?
10. Should I make a schedule of my health habits?  
How can such a schedule be made?  
How can I use such a schedule?  
Can such a schedule help me improve my health habits?

## HOME AND COMMUNITY SUGGESTIONS

1. What does the word home mean?  
Where did the word *home* come from?  
What connotations does the word have?  
What is the function of the home?  
What does it mean to me?
2. How can I help make my home a better place in which to live?  
What contribution can I make?  
What share of the responsibility should I assume?  
In what ways can I coöperate?
3. What do I need to know to be a good home-maker?  
What makes a home "good"?  
Which habits of those I am now establishing will contribute to a happy home in the future?  
As a future home owner what attitude should I assume toward budgeting, buying, earning, home ownership, instalment buying, life insurance, investments, community betterment, politics, taxation, local government, etc?
4. How can I help to coördinate the work of my home and the school?  
What is my influence upon the relation of the two?  
Why should I encourage my teachers and my parents to know one another?  
How can I apply at home what I learn at school?  
What kind of home do I reflect at school?
5. What do I need to know about my community?  
What information should I have about my community?  
How much do I know about the history and the people of this community?

HOME AND COMMUNITY SUGGESTIONS—*Continued*

- Who are the leaders in our community?  
 What organizations are there in our community?
6. How can I study my community?  
 What is a community survey?  
 What is a community school?  
 What can we do with a community survey?  
 What places should we visit in the community?
7. What can I do in school to understand my home and community better?  
 What can I learn about local civic organizations and projects?  
 What should I learn about our flag's history and about flag etiquette?  
 What is the relation between personality traits and citizenship?  
 What is the meaning of patriotism and how can I develop it, practise it, and avoid pseudo-patriotism?  
 How is service related to good citizenship?  
 How will international understanding improve my citizenship?  
 How will my skill in using money to good advantage aid the community?  
 What should be the relationship existing between the home, the school and the community?

## GENERAL TOPIC SUGGESTIONS

1. What special days can we observe?
- |                       |                    |
|-----------------------|--------------------|
| Thanksgiving          | Labor Day          |
| Washington's Birthday | Frances Willard    |
| Armistice             | Arbor Day          |
| Lincoln's Birthday    | Constitution Day   |
| Hallowe'en            | May Day            |
| Saint Valentine's     | Mother's Day       |
| Election Day          | Authors' birthdays |
| Saint Patrick's       | College Day        |
2. What notice should we take of special weeks?
- |                      |                |
|----------------------|----------------|
| Christmas Week       | Boy Scout Week |
| Red Cross Week       | Drama Week     |
| Better Speech Week   | Music Week     |
| Fire Prevention Week | Safety Week    |
| Clean Up Week        | Courtesy Week  |



Easter Week	Girl Scout Week
Education Week	Book Week
Good Posture Week	Health Week
Community Chest Week	Homecoming Week
Youth Week	Thrift Week
Citizenship Week	

#### DIRECTING HOMEROOM DISCUSSIONS

Creative group discussions will probably become a much more important part of the activities of homerooms and classrooms in the future. Far too little emphasis has been placed upon the educative possibilities of creative discussions. The homeroom provides an excellent opportunity for the teacher to experiment with this approach to group education. If these experiments prove to be successful in the homeroom, the teacher will have learned valuable techniques which can be extended to classroom situations. The modern secondary school of the future will rely more heavily upon the teacher as an effective guide to creative group discussions.

#### *Creative Discussion Procedures*

The following suggestions may prove helpful to teachers interested in directing more profitable homeroom discussions. These steps will always occur in the order mentioned.

1. Begin with a situation. This situation should be significant to the members of the group and should fill some felt need. It might well grow out of a series of individual conferences which reveal some common group problem. On the other hand, the teacher may initiate the discussion by discussing some problems of concern to the entire group. An incident in the life of the school may be used as the situation to be used as a basis for the group discussion.

2. Explore the situation. It is now necessary to locate the most important factors, the underlying problems, and the related incidents. During this stage it is necessary to carry on a descriptive analysis of the situation. This discussion should deal with the reasons for interest by the group and the manner in which the members will be affected. The background to the problem, the issues involved, and a clear

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## Chapter VII

### GUIDANCE AND THE EXTRACURRICULUM

That only a few schools have recognized the distinctive guidance possibilities inherent in the extracurricular activities of the school is apparent from an analysis of the literature in the fields of both guidance and extracurricular activities. In this chapter suggestions will be made for the enrichment of the guidance program through a pupil-centered series of out-of-class experiences.

#### VALUES OF EXTRACURRICULAR ACTIVITIES

##### *Extracurricular Activities Indicate Pupil Interests*

Out-of-class activities are built directly upon pupil interests. The student council, clubs, musical organizations, newspapers, assemblies, athletic events, social affairs, and dramatic activities provide an accurate means of locating a pupil's interests. These activities are often closer to the vital desires of pupils than are the curricular aspects of the school. The out-of-class activities provide an opportunity for a pupil to meet and work with other pupils who have similar interests. Moreover, it is important to recognize the fact that pupils and teachers are meeting because they, also, have common interests. A new and important pupil-to-pupil and pupil-to-teacher relationship is possible. This new relationship has important guidance implications.

##### *Extracurricular Activities Provide Exploratory Opportunities*

The out-of-class organizations provide a number of new and worth-while experiences. In most schools the very extent of this extracurricular offering is a challenge to pupils. An interest, already evident, can be used to "lead on" into new situations and

further lead to the development of new interests. Through a wide program of activities pupils can be guided into many different types of educational experiences. These experiences serve a "try-out" function. Through participation in worth-while experiences, the pupil has a chance to test himself and to inform himself regarding his abilities and interests. Frequently, a few abiding interests can be developed that will serve to enrich and stabilize the pupil's development.

### *Other Purposes of Extracurricular Activities*

There are several other important purposes of these activities which have noteworthy implications for the guidance program. Although space does not permit a detailed analysis of each, the most important objectives of the extracurriculum may be outlined as follows:<sup>1</sup>

1. To stimulate worth-while recreational activities—better use of leisure time—development of worth-while recreational interest
2. To increase intellectual development—to acquire academic information
3. To make worth-while friendships
4. To increase personal growth—interest, abilities, personal qualities
5. To learn how to live in a democracy—to become increasingly self-directive
6. To stimulate a new and better pupil-teacher relationship
7. To encourage desirable school spirit
8. To learn coöperation—group action

### THE DEVELOPMENT OF EXTRACURRICULAR ACTIVITIES

In a sense extracurricular activities are almost as old as the school itself; yet the problem of effectively organizing these activities in public secondary schools is a new one. The history of ancient education records many types of activities now termed extracurricular. Clubs, organized athletics, participation in

<sup>1</sup> C. E. Erickson, "The Rôle of Extra-Class Activities," *School Activities*, Vol. 10, No. 3 (November, 1938), p. 130.

student government were all a part of the education of the Greek youth thousands of years ago. In the great English public schools significant emphasis was placed upon these activities. Even in American academies, many forerunners of present-day activities were to be found. In the public secondary schools, however, little emphasis was given to these activities until the influx of large numbers of pupils brought into the schools students of non-academic interests. Many, if not most, of these activities came in response to student interest and student need.

The attitudes of school officials, principals, and teachers towards extraclass activities have varied widely from time to time. It is difficult to make generalizations about these attitudes without doing some injustice. However, it may be of value to characterize, in general, the stages through which the attitudes and the accompanying actions of school officials have frequently passed.

#### *Extracurricular Activities Regarded with Indifference*

In the beginning the attitude of the typical school man toward student activities could perhaps be characterized as one of indifference. In many schools some activities came in rather quietly and without any of the publicity which either precedes or follows the birth of a new endeavor today. It may be presumed that the educators with their academic interests and their full programs gave little thought to these activities until subsequent problems forced them upon their attention.

#### *Period of Antagonism*

A second attitude toward extracurricular activities frequently taken by those in control of secondary schools was one of antagonism. This is evident from the vigorous way in which it was attempted to suppress such activities. Pupils who belonged to athletic teams or who participated in clubs were threatened with expulsion from school. Many secondary schools tried every legitimate and a few illegitimate means to drive out these ac-



tivities. But, as has frequently been found in other areas of human endeavor, suppression actually fostered and stimulated interest in that which the authorities wished to drive out.

### *Period of Stimulation*

The pendulum of human thought and action swings readily from one extreme to another. Since these activities could not be suppressed, and since educational literature was beginning to discuss the great values of these activities, many school authorities began to look upon them with great favor and to stimulate and encourage both the growth of these activities within their own schools and the participation of their students in these endeavors. The transition from an attitude of suppression to one of stimulation required less than a decade in many schools. Perhaps the World War affected the importance with which participation in school activities was beginning to be regarded.

### *Period of Organization and Control*

More recently those in charge have taken the attitude of considering activities as worth while as other educational agencies, and attention has been directed toward their organization and control. Point systems, guidance in the choice of activities, training for workers in this area have all come about in response to the need for assistance in administering the program of extracurricular activities for the wholesome development of students as individuals and as members of a social group.

### *Period of Identification with the Program of the School*

This final stage in the attitude of school men toward the development of extraclass activities is being reached at the present time in a few schools. It is concerned with the wholesome relationship of these activities to the total program of the school. This point of view looks upon the activities as part of an integrated program in the complete education of the adolescent. It is with this attitude toward extracurricular activities that the

chapter is primarily concerned. In any given school the distance between the present stage of thinking toward the program of student activities and this final stage will vary considerably. Thus it may be said that the attitudes of school persons have passed roughly from indifference, through antagonism, to encouragement, and more recently to careful evaluation and consideration of the place of activities in a reorganized program of secondary education. The various extracurricular activities will be examined with a view to studying their relationships to a guidance program.

#### STUDENT PARTICIPATION IN SCHOOL GOVERNMENT

##### *What Is Student Participation?*

An activity that should be of major importance in every secondary school is student participation in the school government. It will be noted that the reference is not to student self-government but rather to student participation. In any secondary school many individuals and groups should share in the process of governing that school. The state, the school board as representative of both the state and the local district, administrative officers, teachers, and pupils, all should have a part in the government and administration of the school. Two extreme views on this problem have been set forth at different times by both educational and lay leaders. One view suggests that students should govern themselves, the other that the control must always be exercised by those entrusted with this control by legal mandate. The authors do not accept either of these points of view as either tenable or desirable. Students cannot govern themselves alone without some assistance even within their own small unit. Yet, on the other hand, if they are not permitted or, better, encouraged to participate increasingly as they go through the public-school system, democracy is losing one of its best educative opportunities. Student self-government imposed entirely from above leads to preparation for autocracy. Democ-

racy, on the other hand, implies a sharing in decisions, participation by all concerned, and a regard for the rights of the other fellow as well as regard for oneself. Student participation in government, properly conceived and administered, can become both the training ground for and the safeguard of a democratic nation.

It is to be hoped that in the secondary school one of the major problems with which school officials and teachers will be constantly struggling is how to utilize activities and learning situations of all types to promote growth on the part of pupils. Increasingly, pupils should desire to participate in the organized government of the class group, the homeroom group, the school, the larger community, the state, and the nation. One aim of the school should be to enable pupils to learn about the democratic way of life through living it rather than through merely studying about it.

### *Student Participation in Guidance*

Students should have a share in planning, administering, and evaluating the various aspects of a complete guidance program. One of the aims of guidance is to make pupils increasingly self-directive. This is difficult to do unless the process of guidance itself is increasingly self-directive. If guidance is just another service made available through administrative fiat, it may defeat the purpose which it is attempting to achieve. In guidance, as in other aspects of student participation, students, homeroom teachers, classroom teachers, specialists, and other school officials should all share in its administration. An interesting illustration of such general participation was found in a mid-western high school where the guidance committee of the school had representatives from each of the groups mentioned above. The principal of this school stated that those parts of the guidance program which in his judgment were functioning most successfully had been suggested by and initiated by the student members of this committee.

*Student Participation in Curriculum Reorganization*

The authors believe that the determination of the curriculum is a coöperative task and that pupil interest, ability, experience, and initiative should be utilized in this process. Students are sometimes likely to take the near view in helping to determine the activities and subject-matter that go to make up the curriculum. This view must be supplemented and complemented by that of more mature adults. The teaching staff of the school, lay persons, and educational leaders, both within and without the unit concerned, should participate in curricular planning. The past has much to contribute to the vital education of to-day. However, it is desirable to start with the student as he now is, with his present interests and in his present stage of thinking and development, rather than to attempt to begin with something which now seems of small concern to him but which actually he may be asking for soon. In some instances pupils and parents evidence a more creative and suggestive approach to the problems of curricular reorganization than do the professional staff members of the school. The school council and the several homerooms can readily be used as centers for the participation of students in curricular revisions.

*Home and Community Relationships*

Student participation in school government is directly related to problems of home and community citizenship as well as to those of school administration, guidance, and the curriculum. If children come to school from homes where there has been intelligent participation by all members of the family in the solution of problems in those areas of family life where all are concerned, a good start has been made toward fruitful participation in school and in later community life. These abilities in participation should find expression in the school program. Too often the school has been set aside from home and community living. The school should be intimately related in its activities

and methods of government to these other educational agencies. Homerooms, councils, and clubs furnish excellent media for dealing with home and community considerations.

### *The Homeroom in Educating for Student Participation*

While much emphasis has been given to the importance of student participation in the various aspects of school life, there is need of suggesting how students may be prepared for intelligent participation. When successful participation is found, it does not come about by accident but rather as the result of careful thought and planning on the part of some one in the school system. The homeroom plan of organization properly conceived and administered can make a great contribution to the growth of students in their ability to share in this coöperative control.

There are two somewhat distinct but nevertheless related rôles which the homeroom can play in helping to prepare students for intelligent student participation. On the one hand, the homeroom itself can be organized and administered with many chances for student participation. On the other hand, the homeroom can be used as the working unit for participation in all school affairs. Since the first will be given considerable attention in the chapter on organizing the homeroom, it will not be discussed here except to suggest that one of the most frequent causes for the failure of student participation is occasioned by the fact that the students have not been prepared to assume the initial responsibility. The best preparation for school-wide participation is to help students learn to participate in the smaller group—the homeroom group. The only way one can help others to develop large-group consciousness is to begin with them where they are and assist them to participate in ever expanding groups. The homeroom should be the testing laboratory in preparation for the excursions into all-school problems.

The homeroom can be used as the working unit in the central organization for student participation in all-school issues. If rep-



representatives to the central council are elected from the student body at large, they feel little or no responsibility to any particular group of students. The thinking and action of the council tends increasingly, as the tenure of the members lengthens, to be apart from rather than a part of the thinking of the entire student body. The best procedure is to have representatives elected from the homeroom groups, these representatives in turn to report back to their respective homeroom groups as to issues, problems, and legislation confronting the student council. In this way, the action of the student council influences the entire student body and each student feels that he has a part in the deliberations and actions of the central council. It is advisable to have some such method as the following to insure the success of the plan. The central or all-school council meets at a stated time every other week. At the same time on the alternate weeks the representative or representatives report back to their homeroom groups in a regular discussion period set aside for this purpose. It is perhaps well to have an article in the constitution making it necessary for legislation of certain types to be considered by the homeroom groups before final action can be taken by the council. This method may seem slow, but it aids in achieving the real purposes of student participation and of education, and it aids students in becoming increasingly self-directive. Many possible responsibilities can be cared for by the council. The following suggestions have been effectively tried by some schools.

#### SUGGESTED ACTIVITIES FOR SCHOOL COUNCILS

1. Sponsor an occupational survey of the community.
2. Make a follow-up study of those who leave school and those who graduate.
3. Sponsor an all-city council and promote sectional, state, and national council meetings.
4. Initiate a college information section in the library.
5. Develop a handbook on recreation listing community and school opportunities in radio, movies, etc.

SUGGESTED ACTIVITIES FOR SCHOOL COUNCILS—*Continued*

6. Sponsor classes or clubs giving dancing instruction.
7. Start a book and supply store.
8. Promote dances, teas, parties, receptions, and other social affairs.
9. Plan installation programs for school officers.
10. Provide for proper auditing of all activities.
11. Promote the school publications.
12. Sponsor student nights and school circuses.
13. Set up and administer the intramural athletic program.
14. Draw up scales and standards for the evaluation of the assemblies.
15. Organize a movement to promote school spirit.
16. Develop materials and programs for homerooms.
17. Organize demonstration teams in debate, dramatics, parliamentary procedure, etc.
18. Start a training course for all school officers.
19. Organize a clean-up campaign.
20. Put on an athletic school for adults.
21. Initiate and sponsor a vocational-guidance conference.
22. Set up a research committee to study what other schools are doing in connection with activities.
23. Establish an information bureau.
24. Welcome new students.
25. Receive, entertain, and care for visiting teams.
26. Take charge of school assemblies.
27. Promote musical productions, contests, and musical festivals.
28. Sponsor an all-school night.
29. Set up a training course for ushers and guides.
30. Take charge of awarding all school honors and establish an honors day.
31. Collect materials, songs, and yells, relating to the school.
32. Develop a point system.
33. Issue a school handbook.
34. Attempt to improve all clubs in the school.
35. Stimulate student participation in extracurricular activities.
36. Provide for care of the school bulletin board.
37. Conduct campaigns such as Know Your School Week, Stay in School Week, Better Speech Education, Music, etc.
38. Set up a reception for freshman pupils and for their parents.

39. Have a visitation committee go to junior high school and elementary schools for the purpose of providing information to prospective students.

40. Develop an all-school forum for the discussion of significant questions.

41. Stimulate homecomings.

42. Sponsor and care for a college educational fund.

43. Conduct campaigns to encourage the development of better homeroom programs.

44. Hold pep meetings, parades, demonstrations, fairs, carnivals, and bazaars.

45. Provide support for various campaigns.

46. Encourage scholarship in all school subjects by providing publicity for commendable work in the school.

47. Encourage the civics and history classes to consider the problems of citizenship and student participation in school government.

48. Promote courtesy campaigns.

49. Organize and supervise all-school wiener roasts.

50. Draw up suggestions, scales, and standards for the evaluation of homeroom programs.

51. Use the school council as a clearing house for suggestions, ideas, and possible homeroom programs.

52. Set up an advisory council composed of teachers, students, and parents to consider school problems.

53. Take charge of all campaigns which are concerned with welfare work within the school.

54. Sponsor and encourage visits to community activities of educational worth to students.

55. Promote a safety campaign developing suggestions for bicycle riding, caring for bicycles, safety on the street, in the home, etc.

Student participation in the administration of the school will have a larger place in the secondary school of tomorrow than it occupies in even the exceptional school of today. Student participation will begin with the extracurricular or student activities—the logical place for students to desire to participate and the place of most immediate concern to them. Wisely directed, it will branch out to curricular problems, to problems of guidance, to problems concerned with home and community, and to problems connected with the organization and control of the schools

themselves. The vast majority of students do not go beyond high school. Here is the last opportunity the school has to help them prepare for intelligent participation in a democracy. More can be done by aiding them to participate actively in democratic ways of school life than by stressing the machinery of state and federal government.

#### SCHOOL PUBLICATIONS

School publications can be used to influence many phases of the guidance program. Nearly every secondary school, large or small, city or rural, has a publication of some sort. These vary from the mimeographed fortnightly newspaper of the small rural high school to the printed daily paper in the large metropolitan high school. A brief description of the various kinds of publications will precede consideration of their potential contribution to the guidance program.

##### *The Newspaper*

The most prevalent type of publication, as well as the most valuable one, is the newspaper. It gives the news of the school both to students and to community. The paper can exert a great influence on the spirit and conduct of the student body and their activities. It can aid in the integration of the school activities. By giving attention to the guidance needs of pupils at appropriate times it can be of tremendous value to the guidance program of the school. Illustrations of this function are to be found in articles which aim to assist new pupils in the process of orientation, articles discussing near-by colleges, and references to interesting occupations of graduates or other community citizens. The school newspaper can do much to aid or hinder the program of student participation in school government. It can become an agency of good will, which may bind the home, the school, and the community together in a bond of mutual helpfulness and regard.

### *The Year-book*

The school annual or year-book is probably of less value to a school than a newspaper. Since it is usually published once a year, it becomes a record of the year's activities, a memory book. Usually it is distributed to pupils at the close of the school year. For most schools, the authors favor a program where all of the publications are related to one another and to the needs of the students and school. When a school desires a year-book and cannot afford to publish one, the final issue or two of the newspaper may contain the senior pictures and material commonly found in year-books. This edition may be bound in the form of a magazine or may merely have a supplement of the regular newspaper size containing photographs of individuals and of groups and accounts of highlights of the year. Unless there is a central organization consisting largely of students to control school publications, there will be a poorly articulated program with competition among the various publications and mediocrity of output.

### *The Magazine*

School magazines of a literary character are much less common than are newspapers and year-books. For many schools the best plan is to have a literary supplement to the newspaper. The frequency of such a supplement should be determined by the size of the school, the interest of the students in this field, and the financial resources of the publications board. The magazine or literary supplement is perhaps most closely related to the work of the English department and should be sponsored by a member of that group. Publications should grow out of many of the curricular and extracurricular activities of the school.

### *The Handbook*

The school handbook is the most recent member of the publications family. Its purpose is to familiarize students, faculty,



and community with the school, its organization, physical facilities, management, curricular and extracurricular opportunities. Frequently it is of most use to freshmen and other entering students. This publication is in a position to contribute to many of the aspects of the secondary school: guidance, curriculum, extracurriculum, home and community relationships, and school administration. The handbook has been started in most schools as an instrument of the guidance program.

### *The Publications and the Homeroom*

The fact that there should be a central board of control for publications has been referred to previously. This board should have representatives from homerooms insofar as this is possible. In large schools it is advisable that several homerooms have one representative in order that the board shall not be too large and unwieldy. Even this situation, however, maintains a relationship between representative and homerooms which is mutually advantageous. It may be advisable to organize a homeroom newspaper committee with an elected representative from each homeroom. This committee will insure that interesting personal items and homeroom news will find their way into the news column of the paper. Such an arrangement will extend participation, enlist the interest of all pupils, and tend to make the paper a real school project. In the same way representatives on the editorial board of the annual and magazine can be appointed on a homeroom basis.

The authors believe that the best way to support publications as well as other school activities is on an activity fee basis. These collections can be made by the treasurer of the homeroom and deposited with the treasurer of the student council or the treasurer of the all-school governing body. A more balanced program of activities can be planned when the amount of money that is to be available for all such activities is known in advance. In the beginning it may be difficult to bring some activities such as athletics under the single activity fee basis, but this is usually

a desirable goal. Provision should be made for the students who cannot pay this fee on a semester basis to do so on a weekly basis. If some of the students cannot afford to pay a weekly sum, arrangements should be made for them to work out their fee. Here is a real opportunity for students to learn to carry their own burdens and to be helpful to others.

Publications can often be distributed advantageously through the homeroom. Each homeroom may well have one of its members responsible for getting the correct number of copies from the publications office and delivering them to his homeroom. Each of these students should work under the general direction of the circulation manager from whom he would learn some of the problems of distribution. It is believed that the newspaper should appear at a regular time and that a guidance period can well be allotted to the reading and discussion of certain parts of the newspaper. If persons are to learn to read and interpret newspapers intelligently, what better way to begin than by reading and discussing the school newspaper in the homeroom?

The student handbook can almost be used as a text during the first weeks in freshman homerooms. Handbook material should not be memorized but should be an aid in answering questions that arise in the minds of entering students. Further, it should give the beginners information of aspects of school life about which they might not make inquiry. Freshmen might be asked to aid in the evaluation of the handbook at the close of either their first semester or first year. Such a procedure could aid materially in improving the school handbook. The handbook may very appropriately be edited by senior homeroom groups or by the student council.

### *How School Publications Can Assist the Guidance Program*

The guidance staff may advantageously play a part in helping to organize and administer the program of publications to serve the guidance needs of students. Some of the projects that

can be initiated to aid the publications in serving these needs are:

1. Issue a special edition of the newspaper planned to assist incoming students.
2. Carry a regular column of new books, materials, and services available to students.
3. Devote part of the newspaper to discussions of vocational opportunities.
4. Encourage the collection of materials dealing with college and other post high-school problems.
5. Provide vocational guidance to students interested in journalism.
6. Make a list of alumni and other citizens interested in helping students.
7. Help pupils become aware of the guidance organizations and the sources of assistance available.

#### SCHOOL ASSEMBLIES

The school assembly can be a most important factor in the stimulation of wholesome school spirit and in the complete integration of school life. Assemblies represent one of the few all-school activities; as such, they can really mirror the school to the school. As an integrating and educative agency the assemblies can serve important guidance functions.

The plan of school assemblies that seems most successful is one in which the assembly occurs at a regular time and place, preferably once a week for a period of at least thirty minutes. Many schools have a daily activities period of thirty to forty minutes. The school assembly occupies one of these periods each week. A period in the middle of the morning appears most satisfactory; one in the late afternoon the least satisfactory.

The school assembly can touch many of the aspects of the guidance program in the secondary school with which this volume is concerned. Assemblies can be of value in forwarding the guidance function by giving attention to the orientation needs of students, by having speakers on various occupations, by

having students in the various curricular and extracurricular activities of the school portray the place of these activities in the school program. Many curricular activities are of value to the entire student body. School assemblies can be used for chemical demonstrations, dramatizations growing out of history and English classes, exhibits shown and described by various departments, and procedures illustrated for conducting group meetings of various kinds. Athletic assemblies can be used to illustrate the details of various games. These audience "schools" have many possibilities. Many schools are inviting parents and representatives of the community to attend and participate in some of their programs. The installation of school council officers should be open to the public, and school elections of various types should be publicized. Such programs will do much to promote intelligent interest in school citizenship.

The general assemblies need to be supplemented by smaller group discussions. Preparation for the assembly should be made in the small group. A follow-up and evaluation of the presentation should be made by the smaller group. Many assembly programs should grow out of and be presented by the smaller group.

The homeroom can be an important agency in the success of the assembly program. The way to prepare students to participate in a large group successfully is to aid them to carry on similar activities in a small group. A soldier who knows the activities and manœuvres of the squad is able to get along fairly well even in battalion review. Some of the assembly programs should grow out of homeroom programs where much of the talent in the school will first be discovered. The assembly committee, composed of both faculty and students, should have its student members elected by or appointed from homeroom groups. If students are given some of the responsibility for the assembly programs, they will put much more into them and derive greater benefit from them.



## LITERARY, DRAMATIC, AND FORENSIC ACTIVITIES

Other activities that assume importance in the school life of some pupils are those classed under the title of literary, dramatic, and forensic activities. The purely literary activities of the school of a couple of generations ago have largely disappeared. No longer do we find either the Friday afternoon recitations or the older forms of literary societies. Many of the worth-while activities of those days, however, have been retained in the present-day school in a different form. The literary efforts of modern pupils have been directed into writing for the school newspaper, the school magazine, or the local paper. The recitations have become the making of announcements on questions of interest to students in homeroom and assembly. The old-fashioned debates on academic questions have been replaced by debates in the homeroom or assembly dealing with the problems of management and direction of school activities.

Dramatic activities have a more important place than ever before in the complete program of the secondary school. Teachers of English and of social studies should make much use of them. A very interesting and worth-while use of the dramatic technique is the dramatization by a commercial class of how to and how not to apply for a job. Dramatics can have an important place in the homeroom program. Secondary-school pupils usually like this form of activity. In one high school each homeroom produces a one-act play each year. These one-act plays are then given before the entire school in a series of assembly programs. In another school the various homeroom groups can, if they so desire, furnish a program once a year of literary, dramatic, and forensic numbers for the local service clubs. Much more can be done through the guidance program in the homeroom to insure active, worth-while participation of the students.

The greatest values to be achieved from forensic activities



come through active participation rather than through listening to others perform. The homeroom can promote debates and discussion among its members on questions of homeroom, school, local, and national importance. The guidance program can well attempt to enable all students to have some experience in each of these activities in the homeroom. Those who desire further experience can obtain it in the all-school and community activities for which the homeroom has awakened an interest.

### MUSIC ACTIVITIES

Music activities make a genuine contribution both to the life of the school and to the growth and development of secondary-school students. They are rapidly becoming an integral part of the school program and are frequently accredited as are all other school subjects. Considering the fact that music was not permitted in the schools during the early history of our country, this progress is indeed significant. With the growing emphasis upon worthy use of leisure time, the school can well give a larger place to music activities. Attempts should be made to encourage participation in these activities and to train students for greater appreciation of the performance of others.

Music activities and organizations can often be employed as a means of assisting students interested in a career in music, those interested in cultural growth, those desiring worth-while recreational interests, those whose interests can start with music and carry into other fields. For all of these pupils music can serve a guidance function.

The homeroom can make use of music activities in some of its programs. Music for special days, such as Christmas or St. Patrick's Day, might well be in the spirit of the occasion. Group singing can be genuinely helpful in creating group consciousness. Solos, both vocal and instrumental, are excellent for special occasions. Small group ensembles may be of value, especially for social affairs. The homeroom sponsor can stimulate interest in music activities through the wise use of music.

Further he can and should attempt to help those in his own homeroom group to choose from the wide range of all-school music activities those activities in which they may benefit or give enjoyment by participating.

#### SOCIAL AFFAIRS

Schools have usually found the problem of developing a program of social affairs an extremely difficult task. Many schools have made almost no attempt to provide any social activities. Other schools have endeavored to meet this social need by the introduction of a few rather formal social events. In neither case have the real social needs of youth been cared for. A program of social affairs is helpful but insufficient. It is essential that the entire atmosphere of the school be socialized. Here the homeroom may well take the lead in attempting to socialize as well as humanize all of its activities. A good place for the homeroom to begin its influence of socialization is in the conduct of its own daily affairs. Suggestions made in another chapter as to the daily routine of the homeroom need not be mentioned here. A homeroom which has an attendance committee, a welfare committee, and a social-affairs committee along with good officers has the machinery to begin this task. The attendance committee can assist in discovering illness of the homeroom member or of members of his immediate family. The welfare committee can send cards or flowers to those who are sick. In one school homeroom members visit the sick pupil, take his books and assignments to him, and assist him in keeping up with his work. In this way pupils are assuming some of their collective social responsibilities. The social-affairs committee can promote worth-while social affairs and stimulate fine attitudes toward them. These activities should be carried out with tact, ease, and graciousness. The homeroom sponsor is the key to the achievement of this goal.

In addition to the pure enjoyment which high-school students derive from parties, there are certain social skills which they

might well acquire. In a certain senior homeroom in a high school the students in planning for a coming major social event decided that they wanted it to be socially correct. First they called upon qualified persons in the school to aid them in achieving this goal. Then, they discovered that they were not sure of the best practices in such courtesies as introducing their friends, asking for a dance, and the like. The homeroom group, like the family group that it represents, set about acquiring this correct social knowledge and skill without embarrassment to any one. To insure the success of the party a sufficient number of committees were appointed and educated for their respective jobs. The homeroom sponsor has one of the finest educational opportunities in helping the members of his homeroom group to plan, to evaluate the party, and to record suggestions for parties that are to follow.

The guidance program can emphasize several phases of social development: a social library can be initiated; a social committee can be established to assist various groups of the school to plan their social affairs; social materials and questionnaires can be developed and distributed; and out-of-class activities can be set up to help pupils acquire the necessary social skills. Through the program of individual counseling, the guidance worker can help each child find the most satisfying social experience.

#### SCHOOL CLUBS

A club is an interest group. Some clubs, such as foreign-language clubs, mathematics clubs, and science clubs, grow out of regular class work. Other clubs such as camera clubs, travel clubs, and dramatics clubs represent hobbies or specialized interests not ministered to through the regular school subjects.

Lists of school clubs give one a conception of the wide range and number of clubs already in existence in our junior and senior high schools.<sup>2</sup>

<sup>2</sup> William T. Bruhn, "What Clubs Should We Organize?" *School Activities*, Vol. 7, No. 9 (May, 1936), pp. 18-20.

These clubs can be very helpful in providing desirable recreational pursuits, in developing worth-while hobbies, in widening and deepening interests, in addition to providing opportunities for the development of leadership.

Usually clubs meet during the school day in the activities period or after school. The present trend of giving time to most of these clubs during the regular activities period is a commendable one. The number of different clubs should be determined by the interests of the students and the abilities and interests of the teachers who act as sponsors for such organizations. A club should not be initiated unless it will definitely contribute to the growth of the students.

The general supervision and direction of the clubs of a school should be under the supervision of the student council through a committee or board on clubs. New clubs should be chartered by this central authority and old ones which have outlived their appeal should be disbanded by this same group. A representative from each club should meet with this group when all club problems are under consideration.

The guidance program can contribute much to the proper development of school clubs and to the values that students derive from clubs. A beginning secondary student should have the opportunity of becoming acquainted with the school through the homeroom. It is here that the homeroom teacher may help a pupil with his choice of clubs as well as of school subjects. The homeroom teacher should keep a record of the clubs to which each of his advisees belongs and assist them in planning balanced programs. A card signed by both the homeroom teacher and the club sponsor should be used for transferring from one club to another. Although pupils should be encouraged to join clubs, the authors would not make membership in a club compulsory, for to do so defeats the very purpose of the club philosophy.

The guidance program can make one of its most important contributions to the club program by acting as the agency that

evaluates each club and the club program as a whole. As the regular class work becomes of greater interest to pupils, certain of the clubs will drop out. However, it is probable that some clubs will remain a valuable part of the secondary program for a long time.

#### ATHLETICS

A number of secondary schools are using the homeroom as the unit of participation for their programs of intramural athletics. This is especially feasible if the boys and girls are separated in the homeroom groupings. In one high school every homeroom composed of boys had a football team and every homeroom of girls had a hockey team. In this school all students were urged, if physically able, to try out for the homeroom teams. This method tends to extend participation to a large percentage of the school enrolment. Some schools have homeroom teams in football, soccer, basket-ball, field hockey, base-ball, and track. Tournaments of various types can be arranged between homeroom teams. In the spring a field day can be held in which a large percentage of the homeroom membership can participate in some type of athletic event. Adequate provision for participation in sports by all who are physically able is one of the best ways of building youth, individually as well as socially. Discipline troubles are at a minimum in those schools where there is normal outlet for the physical energies of the adolescent.

The guidance program may also aid in the program of interscholastic athletics. Although major attention and assistance should be given to the program of intramurals, interscholastic athletics properly managed and coached can contribute much to the boys who participate and to the school. Most coaches would be glad to help the boys who participate in interscholastic activities to derive the greatest possible benefit from such participation. Coaches are frequently prevented from doing so by the apparent necessity of winning at any cost, with all of the



attendant evils of such a spirit. This attitude comes most frequently from local townspeople and has been engendered, in part, by their own school experiences of earlier days. A change in attitude can be brought about, not by lecturing pupils, but rather by letting them give careful consideration to the problems involved and then draw their own conclusions. Attitudes can be changed, and every effort should be made to develop a well-balanced community attitude toward athletic activities. If the homeroom is only partially successful in reorienting student and community attitude toward interscholastic athletics, it will have rendered a much-needed service. This is a long-time endeavor, but so are all other aspects of an educational program.

The athletic program of the school can be used to give guidance in health and physical development. Health habits become more functional if they are a part of normal physical activities. The athletic staff can be of tremendous value in other guidance areas. Few teachers have a close, personal relationship to pupils. The personality of the coach is of great significance in influencing attitudes and in developing desirable points of view. Coaches can also assist pupils with their everyday problems. Coaches have an opportunity to gain insights into the actions of pupils which can be very useful to other guidance workers.

#### OTHER EXTRACURRICULAR ACTIVITIES

There are a few other organizations with which the guidance program can have a fruitful relationship. Class organizations, although they have a less important rôle than formerly, still have a place in the secondary school, especially in terms of social affairs and commencement activities. If pupils have been divided into homeroom groups according to school class, the transition from homeroom organization to class organization is an easy one. The homeroom groups of a particular class may meet together during a homeroom period in order to conduct class meetings. The homeroom teachers of any class group

become the sponsors of that class. Frequently committee meetings of a class and meetings of class officers can be held at a time set aside for this purpose in the daily homeroom period.

Many auxiliary organizations not sponsored by the school can contribute much to adolescent growth. The Boy Scouts, the Campfire Girls, and Hi-Y are representative of such groups. The guidance program can profitably give time to explanations of the nature of these organizations so that all students may become acquainted with the opportunities afforded by them. Many of these can be as valuable to individual students as some of the regular school activities. Guidance workers should counsel and assist students in the choice of these activities as well as in that of the other extracurricular activities with which this chapter has dealt.

#### THE GUIDANCE PROGRAM AND THE ORGANIZATION OF ACTIVITIES

Whenever one is dealing with either a particular extracurricular activity or a program of such activities, he is confronted with certain recurring problems. They may be classified roughly as those concerned with the participation of students, the financing of the activity or program, the sponsorship of the activity or activities concerned, and the problems growing out of public performances. Each of these areas will be considered from the viewpoint of how guidance may assist in either meeting or decreasing the problem.

##### *Participation of Students*

For an activity to have value, pupils must participate actively. Yet the problem of who shall take part in what activity and under what conditions is a difficult one. Shall students who are not doing creditable academic work be permitted to take part in student activities? Should students be compelled to participate in some activity? In how many activities may one student participate at the same time? These are but a few of the many

questions with which we are confronted. No attempt will be made to answer these questions directly, but rather attention will be directed toward general means of solving these and other problems of participation through the effective use of the guidance program.

A general means of encouraging participation in student activities is to give pupils information as to the possible opportunities for participation. Though the student handbook and the assembly prove helpful in this, the homeroom can and should carry the principal responsibility. Club directories and record cards denoting the extent of participation by each student are helpful devices for the homeroom teacher. Informing pupils of opportunities, and providing homeroom discussions as to the values of participation and the dangers of overparticipation, are helpful group techniques.

The stimulation or restriction of participation in both curricular and extracurricular activities can be handled very satisfactorily through individual counseling. No one should be better able to do this than the homeroom teacher in this capacity of a guidance worker. Some schools regulate participation in extracurricular activities by point systems in which each activity counts a certain number of points. Usually, each student is expected to earn a minimum number of points, but he cannot exceed the maximum. An illustrative point system, in use in a senior high school, indicates the activities in which credit for participation is given.

#### EXTRACURRICULAR ACTIVITIES—POINT SYSTEM

<i>Activity</i>	<i>Points Allowed</i>		
I. Athletics			
Boys: First Squad			
Captain .....	2	for season	
Squad member .....	1 1/2	"	"
Boys: Second Squad			
Captain .....	1 1/2	"	"
Squad member .....	1	"	"

EXTRACURRICULAR ACTIVITIES—POINT SYSTEM—*Continued*

EXTRACURRICULAR ACTIVITIES		Points Allowed	
Activity			
Girls: Team		1½	" "
Captain .....		1	" "
Squad member .....		1	" "
Managers: Any sport involving interscholastic competition .....		1	" "
Regular attendance at practice is necessary; all points will be granted on recommendation of coach in each sport.			
II. Buses		1½	" "
Captains .....		½	" "
Assistant captains .....			
III. Cheer Leaders			
Three cheer leaders to be selected by coaches through competitive try-outs; each .....		½	" "
IV. Committees			
Membership on permanent G.O. committee		½	" "
V. Class Organizations		1	" "
President .....		½	" "
Vice-president .....		½	" "
Secretary-treasurer .....			
VI. Club Organization (chartered)		½	for year
President .....		½	" "
Vice-president .....		½	" "
Secretary-treasurer .....		¼	" "
Membership .....			
All points to be allowed on recommendation of sponsor of each club.			
VII. Dramatics			
Membership in cast of 3-act play given in evening .....		1½	" "
Membership in cast of 1-act play given in evening .....		½	" "
Manager of play .....		1½	" "
Assistant .....		½	" "
VIII. Editorial Staff		2	" "
Editor .....		1½	" "
Assistant editors, each .....		1½	" "
Managers .....		1½	" "
Reporters .....			

EXTRACURRICULAR ACTIVITIES—POINT SYSTEM—*Continued*

<i>Activity</i>	<i>Points Allowed</i>		
<b>IX. General Organization</b>			
President .....	4	“	“
Vice-president .....	2	“	“
Secretary .....	2	“	“
Treasurer .....	2	“	“
Representatives, each .....	1/2	“	“
<b>X. Monitor System</b>			
1. Monitors .....	1/2	each semester	
2. Ushers .....	1/2	“	“
3. Guides .....	1/2	“	“
No monitor can earn more than 1 1/2 points total in the school year			
<b>XI. Musical Organization</b>			
1. Glee clubs (approved by director) .....	1/2	“	“
2. Orchestra membership (approved by director) .....	1/2	“	“
3. Band membership (approved by director) .....	1/2	“	“
<b>XII. Student Assistants</b>			
1. Library .....	1/2	for one period each semester	
2. Office .....	1/2	for one period each semester	
<b>XIII. Speaking Contests</b>			
1. Debate team (public appearance) .....	1	for season	
2. Speaking contest (individual) .....	1	for each contest	

All students earning five points or more during the school year will be given the point-system award in June.

If such a plan is employed, it will be satisfactory to the degree that the system fits the local situation. No plan of this nature should be adopted ready-made by any school. It should be discussed in the homerooms and tried out with a particular group in the school before it is finally adopted by the central student council. Even with such a plan there is need for much counseling with individuals, checking on the success of the plan, and revising it from time to time as new activities come



into being and as older activities grow or diminish in importance or in time required.

A school calendar of the activities and events of the school is another helpful means of regulating participation. By a judicious scheduling of activities students will have to make choices between activities scheduled at the same time. Here again the guidance worker can assist the student.

### *The Financing of Activities*

Many activities require financial support of some kind. It is costly both in time and money to attempt to finance the various activities on an individual basis. The activity fee plan is a much more satisfactory way of financing activities. As was suggested earlier, the money can be collected through the homeroom. One of the problems created by an activity fee plan, however, is that of the proper distribution of this fund among the various organizations. The authors believe that this is an excellent educational problem worthy of discussion in the various guidance groups. The actual apportionment should be made by a board or committee appointed by the central student council. This committee should act only after having considered the attitude of the student body as determined through homeroom discussion. In some high schools a plan by which the funds are apportioned according to the needs and services rendered by various activities has done much to create a genuine interest in current social and economic problems.

### *The Sponsorship of Activities*

There are two ways in which the guidance program may contribute to the satisfactory sponsorship of student activities. First of all, the homeroom is the appropriate place for discussions as to proper student-sponsor relationships. How much time can a sponsor be expected to give to a student organization? What should be the attitude of students toward a sponsor? What should a student do if, as a member of a student or-

ganization, he dislikes the sponsor? These are but a few suggestive questions to indicate the type of wholesome, helpful discussion which will be of value to the homeroom teacher, in his rôle as sponsor, as well as to the students. In the second place, the homeroom teacher is getting the best possible training in acquiring desirable attitudes and skills for responsibility as a good club sponsor. Most homeroom teachers are sponsors of activities, and the relationship of homeroom teacher to homeroom student should be very similar to that of sponsor to student in an activity. Incidentally, it is the opinion of the authors that classroom teachers are going to become increasingly like homeroom teachers and activity sponsors.

### *Public Performances of Student Organizations*

One of the problems that has confronted school men since the advent of student activities is that engendered by public performance of student organizations. Dramatic productions, musical events, and athletic contests frequently admit the general public to their performances. By so doing, those who pay to be spectators become the self-appointed critics and the would-be coaches. If matters of concern relative to the purposes and outcomes of public performances are discussed in homerooms, the student attitudes may frequently prevail over those of the less informed lay groups.

Homeroom groups provide audiences for many student performances. This training in appearing before a small group from time to time often lessens fear and stage fright. The ideal situation, perhaps, is when a group provides its own standards, its own criteria of evaluation, and when outsiders are merely enjoying the presentation.

The extracurricular activities of the school have a significant place on the guidance program. Based on pupil interest, they provide an understanding of the fundamental drives of each pupil. They provide numerous opportunities for educative stimulation. They are real opportunities for the development

of leadership. Teachers, too, have an opportunity to gain new insights into pupil behavior and to find expression for their own interests. Truly, the extracurricular activities can become "school-life" experiences.

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## Chapter VIII

### THE RÔLE OF HOME AND COMMUNITY IN A GUIDANCE PROGRAM

Parents, teachers, administrators, and citizens of the community must assume a coöperative responsibility for the guidance and education of youth. In too many communities, the various agencies affecting youth have failed to recognize the mutual nature of their responsibilities. The school has often operated in rather complete isolation from the home. In other communities, parents have failed to coöperate with the school. As a result of this lack of coöperative effort, these two important influences have often contradicted, sometimes opposed, and frequently nullified each other's efforts. It is becoming increasingly clear that we should think of the school as a community enterprise. Not only can a coördinated approach to guidance and education be more productive of good for youth, but, in addition, the home and the school can enrich each other's experience and activities. School people have training, experience, and insights of great value to parents. Parents have a background of experience in family life and a knowledge of their own children that are indispensable to the school staff. This vast supply of parental insight, experience, and energy can contribute much to the total educative process of the school. Guided by the school staff, parental educative resources can be of tremendous stimulation and help to the school. Left unguided and uncontrolled, this storehouse of educative energy can hamper the school in its work and negate many of its activities.

In order to attain adequate coöperation, it is necessary to establish mutual respect, consideration, and a knowledge of the problems involved. There must be intelligent understanding

of each other's activities and a sincere desire to coöperate in the interests of those to be educated.

PARENTAL UNDERSTANDING OF THE SCHOOL HAS  
DEVELOPED SLOWLY

Lack of public understanding of the purposes and activities of the school is widespread. The causes of such misunderstanding should be carefully analyzed and remedied. In some communities, needed educational reforms have been postponed because of unsympathetic citizens. In other places the educational program has been financially crippled because of an uninformed public. In many schools, profitless educational activities have been tolerated for years because an unknowing community did not insist on a revitalization of education. In certain communities, many so-called "fads and frills" have been eliminated because the public failed to understand the real purposes and potential contributions of these activities.

*Formerly School Procedures Changed Slowly*

In the past the procedures carried on in the school were modified very slowly. Few departures from past practice were made. The use of text materials, the kind and position of desks, the pupil-teacher relationship, the subjects taught, the method of learning and reciting—these and many other aspects of the school were but slightly modified until recently. As a result of these slow changes, parents felt that they understood the school. The current procedures in school were so similar to those carried on during their own school days that parents felt they were well acquainted with the school and its problems. Their own experiences were used as a basis for comparison when any new educational proposals were made. Parental opposition to school changes has often prevented progress.

At the present time, however, the increasing tempo of our economic and social life is beginning to permeate our educational life. The school procedures of our parents' time are no



longer a sufficient basis for the evaluation of present-day school procedures.

### *Schools Were Formerly Small*

The "little red school-house" was a small unit and simple to understand. There were only a few pupils, a very small staff, and a small building. The parents of the community found it easy to become rather well acquainted with the school and with its work.

As indicated in Chapter II, the secondary schools have been growing rapidly larger. This increase in size of school has resulted in schools with greatly increased numbers of students and many teachers. It is difficult for parents to come to know these large enterprises.

### *The School Program Was Simple*

The schools were not only small in size, they were also small in terms of the responsibilities they were expected to carry. The three "R's" and a small group of subjects comprised the greater part of the school's program. Contrast this responsibility with what is expected of today's schools. The school now must teach these skills and many others. In addition, the school is expected to provide for the development of pupils in the areas of health, social, vocational, character, personality, and recreational relationships. The schools are now expected to carry intricate and difficult responsibilities. No wonder that parents are often amazed at the complexity of present-day education.

### *Some Schools Made No Attempt to Inform the Public*

In some schools no attempts were made to develop informed community citizens. The administrator prided himself on the fact that the public knew nothing about the schools. This point of view maintained that there was an area of child development belonging strictly to the school, and parental understanding

was neither desired nor desirable. Furthermore, some community citizens actually started trouble when they became acquainted with the details of the school's operations. This failure to keep the public informed has prevented the development of effective school-community relationships. The resulting lack of coöperation between school and home has often prevented an effective educational program.

### *Inadequate School-Community Organization*

Public understanding of the work of the school developed slowly owing to an absence of adequate organizational development. There have been few organizations started to provide the basis for coöperative effort. Many of the organizations that have been started have provided for ample discussion but have failed to provide for constructive activity. Very few organizations have stimulated projects carried on by teachers and parents together.

Added to this lack of adequate coöperative machinery, the parental organizations have not usually provided a personal touch between school and parent. Although parent organizations provided large group meetings, there were few opportunities for parents to become intimately acquainted with the school staff. Much more attention needs to be given to the development of effective school-parent organizations.

### SCHOOL, HOME, AND COMMUNITY RESPONSIBILITIES

Since the education of children is a coöperative responsibility of the school, home, and community, it is necessary to examine the responsibilities of these various units. Effective education is dependent upon the extent to which these organizations marshal their resources for coöperative educational purposes.

### *What Parents Expect of Teachers*

Parents expect the teachers of their children to have competent training, teaching ability, and an interest in their children.

They expect these teachers to provide the best educative environment for their individual children. Edmonson states that there are thirteen requirements which parents have of teachers:<sup>1</sup>

1. Parents want teachers to treat them with a marked degree of courtesy and respect when they visit the school.

2. Parents want teachers to be sufficiently interested in knowing them as parents to take advantage of opportunities to meet and to talk with them about their children.

3. Parents want teachers to know their children well enough to appreciate their virtues as well as their faults.

4. Parents want teachers to treat their children with dignity and respect, and they particularly resent the use of terms of contempt.

5. Parents want teachers to give them a reasonable amount of warning concerning any unusual expenditure of money for books, supplies, or social affairs.

6. Parents want teachers to inform them concerning any impending crisis in a pupil's school relations before the situation becomes very serious.

7. Parents want teachers to give special attention to the protection of the health of their children.

8. Parents want teachers to emphasize the mastery of certain fundamental skills in reading, writing, and other tool subjects and to emphasize the training of children in certain effective habits of study appropriate to various levels of learning.

9. Parents want teachers to place special emphasis on instruction in matters of honesty, fairness, coöperation, respect for the rights of others, purity of speech, and other desirable qualities of conduct.

10. Parents want teachers to train their children in such a way as to enable them to make reasonable progress in their school subjects, and if pupils are not successful parents want the teachers to be able to diagnose their difficulties.

11. Parents want teachers to develop a spirit of goodwill and success in the school groups, so that their children will like to go to school.

12. Parents want teachers to assign home work in such a way that it will be self-motivated. Unless this is done the parents must enforce study "by the rod."

13. Parents want teachers to express a greater degree of confidence in the children than the parents may seem to possess.

<sup>1</sup> J. B. Edmonson, *Journal of the National Education Association*, Vol. 26, No. 6 (September, 1937), p. 178.

*What Teachers Expect of Parents*

It is equally important to determine what teachers expect of parents. Such a statement should serve to stimulate parents and parental organizations to care for their responsibilities. Teachers expect parents to:

1. Willingly assume the parental share of the education of their children (Teachers expect parents to continuously learn more about the job of being a parent)
2. Provide a home with affection, discretion, and understanding
3. Create an atmosphere of security and a feeling of successful achievement
4. Have a high regard for the school and to indicate this regard to their children and to other parents
5. Participate actively in the parental affairs of the school. Find out what the school is trying to do and promote parental organizations
6. Be tolerant of new school practices, indicate faith in the school and in the things the school is attempting to do, and encourage the school to experiment
7. Provide many types of education and stimulation for the children at home: good books, stimulating companionship, active participation in worth-while community organizations
8. Demonstrate in daily living such desirable virtues as justice, tolerance, honesty, character, and integrity
9. Vigorously support the desirable activities the school is attempting
10. Reward teachers fairly for their efforts

*What Should Be Expected of the Community?*

What are the responsibilities of the community in the educative program? Some of the things that a community can be expected to provide for its children are:

1. A vital interest in the welfare of the children
2. Relative freedom from moral and physical hazards
3. Generosity toward its schools (A community should insist that the schools be the best it can reasonably afford)
4. Stimulation of parents to assume their responsibilities as home-makers and community citizens

5. Wholesome recreational opportunities
6. Freedom from political domination and exploitation of the school
7. A continuous striving to reorganize the educational resources of the community for educative gains
8. Opportunities for the school-children for many kinds of community service giving them chances for participation in the life of the community

#### PLANNING A PROGRAM OF SCHOOL INTERPRETATION

As has already been indicated, one of the major needs of public education today is an interested and informed community. Increasingly, schools are attempting to plan inclusive and aggressive programs of school interpretation. Some of the essentials to be considered in planning such informative activities are:

1. All members of the community should be reached. It is important that all parents be informed of the activities affecting their children. Other community adults should learn of the contribution of the school to community betterment. The children should learn the most effective ways to use the resources of the school. The program of interpretation should reach every citizen of the community.

2. It should be as personal as possible. Every attempt should be made to establish a human touch between the school and its patrons. As many persons as possible should be used as interpreters. Larger group meetings should be supplemented by small group contacts.

3. It should be continuous. There should be very few publicity drives but many attempts to keep the public informed. This interpretative program should be an integral and continuous part of the life of the school.

4. All of the resources of the school should be used. The school publications, parent-teachers meetings, commencements, assemblies, parents' nights, school exhibits, city newspapers, school plays, superintendents' reports, reports and letters to parents, musical activities, alumni meetings, etc., should all be media to inform the public concerning the school.

5. All phases of the school program should be included. There should be a balance in the interpretative activities. All aspects of child development should be presented. The larger problems of educa-



tion as well as the smaller details should be included. This program should present a true picture of the whole school.

6. Parents and other citizens of the community should assist in planning and carrying out the program of interpretation. Not only can these adults be very helpful but also by this approach the school can become more nearly a community activity. Parents frequently prove to be the school's most able interpreters.

7. The program of interpretation should be honest. Strengths and weaknesses of the school should be presented, and the needs of the school should be made evident. This program should be dignified but aggressive. The program should be based on fact rather than on a desire for publicity.

8. A satisfied and happy child is the best salesman. The school should seek at all times to serve its students better. Today's children are the school board members and the community citizens of tomorrow. Satisfied customers are the best evidence of an effective school.

Having surveyed the problems involved in establishing satisfactory school-home-community relationships in the interest of the growth and development of youth, an attempt will now be made to suggest ways of helping the guidance program become more of a coöperative enterprise among these three agencies.

#### GUIDANCE PROGRAMS AND PARENTAL CONTACTS

The homeroom is a logical, small unit to be used in contacting parents. The homeroom sponsor and the parents have a common interest in the child. It will be worth while to examine the potential rôle of the homeroom in parent contacts.

#### *Building a Homeroom P.T.A.*

The development of a parent-teacher organization, using the homeroom as a basic unit, is described by Joseph R. Strobel in the following paragraphs:<sup>2</sup>

The 930 students of the junior high school were distributed into 36 homerooms. A few weeks previous to the opening of school

<sup>2</sup> Joseph R. Strobel, *Junior-Senior High School Clearing House*, December, 1935, pp. 206-209.

in the fall a letter was sent to each homeroom teacher by the homeroom committee of the P.T.A. requesting each homeroom sponsor to recommend a mother of one of the students in that particular room to act as a homeroom chairman. The teacher was to consider the mothers, as represented in the room, according to any fitness or qualifications they might possess that would enable them to serve as chairmen. This assumed, of course, that the teacher was personally acquainted with the parents and their capacity to serve. The teacher recommended to this P.T.A. group the mother seemingly qualified and desirable, for this position. The chairman of the P.T.A. group then interviewed the parent and obtained her consent to serve for the coming semester. In the case of the newer homerooms the selection was postponed until the teacher and the parents had an opportunity to meet. This was successfully accomplished through the medium of a cafeteria luncheon whereby the mothers of the various groups had lunch at school with the teacher and the members of the homerooms. The luncheon was followed by a period long enough to enable the parents and teachers to become acquainted.

After the list had been completed and a mother assigned to each homeroom, a meeting of all the homeroom chairmen was arranged and the group met at the home of one of the P.T.A. officials. As chairman of the homeroom committee of the junior high school, it was the duty of the writer to suggest ways in which the parents could contribute to the well-being of the school by working through the homerooms. The following ways were suggested to this group of 36 mothers who were very enthusiastic about the whole scheme and anxious to serve in any way.

1. The homeroom chairman should serve in the capacity of a hostess for the many desirable social parent-homeroom gatherings, perhaps a tea or cafeteria luncheon as soon as the school program gets under way. This serves as a means of acquainting the parents with the teachers, other parents, and the students of each homeroom. Parents should know the student friends and associates of their boy and girl during the school day. By lunching together they meet the homeroom family, mothers, teachers, and students.

There are many desirable outcomes from such an event; mothers new to the community and school have an opportunity to become known to their neighbors, the mothers of all the group; they are usually happier and more at ease when they see and know the fine boys and girls that make up our student body. They have an opportunity to lunch in our cafeteria, enjoy the fine foods and friendly

associations of a large group eating together; they obtain an insight into the problem of feeding 500 boys and girls in 50 minutes and have more sympathy and understanding with us in our problem.

2. The homeroom chairman should act as a friend and neighbor to all parents in the homeroom. We would like to have each mother visit the school during the first year her child is in the junior high school. There was a time when teachers were obligated to visit the homes of the students, but so many factors have entered into our busy day that we would like to delegate that privilege to the parents.

This visit should be a very informal attempt to get the parent to talk about her child; that is, things that we should know about him that will help to create a better understanding. We as teachers want to know better the boys and girls behind the veneer that is exposed to us. The parent is the only one competent to do this. The teachers realize that relatively little intimate knowledge of the pupil may be gained from a record of his reactions in classes or in the incidental relationships about the school, and it is logical that any guidance that will be of benefit to the child will have to be on the basis of information about the pupil in all phases of his life and activities in and out of school. One step in the direction of the establishment of this information is the collection of estimates and opinions of the parent of a particular pupil. The homeroom chairman should be the means of encouraging and even scheduling visits of the mothers in her assigned room. Many of the parents new to the school hesitate to come in because they do not know the teachers of the junior high. The homeroom chairman should devise some means whereby she will be the friend and neighbor of all the mothers, encouraging and welcoming their visits at all times.

3. A sympathetic homeroom chairman can be closer to the needs of the individual homeroom than any other person in the P.T.A. She should be the P.T.A. representative in the homeroom and the homeroom representative in the P.T.A. The chairman should be the means of informing the parent group of the worth-while activities going on in the homeroom. The chairman might even join the homeroom sponsor in planning interesting programs. It would be worth while to all to have the chairman conduct one or more program meetings. The parent in Shaker Heights has the opportunity to make contacts that will prove valuable to the homeroom. Friends and acquaintances, who are travelers, artists, educators, doctors, and individual leaders, are all potential sources for some very vital and interesting programs. We should make every attempt to capitalize on

the contributions that our community and its citizens can offer, for only then are we attempting to use this dormant source of material that has lain unused so long.

4. The homeroom chairman should be the means of encouraging membership in the parent group. The chairman can accomplish more in this respect than a membership committee made up of mothers from the group at large. Just as soon as school gets under way, cards are sent to the homes of all the students by the homeroom teacher. Parents are requested to fill out these cards and return them to the homerooms. The cards are then collected by a homeroom chairman, grouped and filed according to rooms in the office. This card serves as a means of contacting every parent, every parent being a potential member of the P.T.A. The information obtained from these cards enables the homeroom chairman to plan programs, using the talented and qualified mothers as she sees fit, either in homeroom or general parent-teacher gatherings. It enables the officers to choose committees from members who have had experience in some of the many phases of P.T.A. work.

#### SHAKER HEIGHTS JUNIOR HIGH P.T.A.

Home of pupil .....		
Name of parents.....		
Address .....		
Telephone .....		
Date children entered Shaker schools .....		
From ..... School.....	City.....	
Former P.T.A. activities .....		
Present P.T.A. activities .....		
Special interests and talents .....		
Father's business .....		
Dates dues paid .....		
List other children in family	Grade	School
Name .....	.....	.....
.....	.....	.....
.....	.....	.....

5. The homeroom chairman should interpret the school to the community. The lack of knowledge on the part of the average citizen concerning his schools is little short of appalling. A study made by the North Central Association of Colleges and Secondary Schools found that the amount of knowledge a parent has of the schools seems to be directly proportional to the length of time his child has been in the school. The study further indicated that there

was practically no difference between fathers and mothers in their knowledge of what went on in school. This was a surprise to many who assumed that since the mothers attend the P.T.A. meetings much more frequently than the fathers they should be far better informed on school matters.

This study seems to emphasize the necessity of interpreting the schools to the community; the real purposes of the junior high school have never got across to the parents in this respect. At this time our schools depend upon the good will of all the citizens. We need friends more than ever to pick out essential facts and figures and keep them before the public until they are known. Then there are the petty issues that seem so trivial at the time, but after repeated discussions over the bridge table they become magnified and distorted to the extent that they become harmful. The homeroom chairman should foster and encourage a feeling of friendliness toward our schools by interpreting them in their true light.

6. There will be many opportunities for the homeroom chairman to aid in the organization and the administration of many special activities—Christmas baskets, picnics, school dances, lectures, musicals, assembly programs, and other school and community activities. There will be the joy in sharing trips to museums, concerts, factories, and in nature hikes.

7. Many of the attitudes and experiences developed in the homeroom contribute to the well-being of the home and community as well as to the school. Boys and girls should be permitted and encouraged to practise these desirable qualities of good citizenship here and now. The homeroom chairman should take the lead in the interpretation and appreciation of these programs with the mothers of the whole group. Care of property, correct eating habits, selection of foods, courtesy, study habits, and many other topics make up some of the homeroom programs. The student must realize that constant practice in the application of these experiences is necessary but much depends on the attitude of the home as to their final retention and use.

8. The average classroom is about the most unattractive place in the community. It is generally equipped with rigidly fastened seats and desks, faced on one side with glaring window exposure and on the other by dull blackboards. Its atmosphere in most cases is that of hard work, studies, and school duties. This learning situation might be made more homelike by adding a few pictures, plants, wall hangings, or other appropriate fixtures. Here is the basis for a fine



competition between homerooms, with the homeroom chairman as the leader.

9. Unfortunately all teachers are not parents. The understanding parental point of view can often be of use to the teacher as there are often times when the methods of the educator fall short and lack the necessary understanding to adjust some youngster in distress. The homeroom chairman should encourage in the group a responsibility and a feeling that the social task of educating the youth of the community belongs to both the parent and the teacher.

The homeroom is recognized as a substitute for the lost teacher-pupil equation, for it offers a plan whereby one teacher assumes the responsibility cast off in the effort to make the school fit the growing attendance. The homeroom working with an organization efficiently constituted can do much to realize the belief common to most educators that the parent-teacher homeroom organizations should be the cause rather than the result of an efficient school system.

### *Arranging Teacher-Parent Contacts*

The Shorewood High School of Milwaukee, Wisconsin, arranges for a series of regularly scheduled appointments of parents with the teachers. Parents are encouraged to make an appointment and arrange for a visit at the school with the teacher. The following materials were prepared by Grant Rahn, Principal, and John Weinhoff, Guidance Director, for use in the spring of 1936. During these Open House Evenings, definite attempts are made to contact all of the parents.

### OPEN HOUSE

#### Spring—1936

Due to conflicting dates throughout the entire month of April it is impossible to schedule our spring parent-teacher-pupil conferences on successive Thursday and Friday evenings.

It has, therefore, been decided to extend the period of conferences from March 26 to April 24, each homeroom teacher arranging with her own charges a time convenient for herself and the child's parent.

Conferences need not be limited to Thursday and Friday after dinner, nor should the homeroom teacher so permit her appointments to be spread over this period that she will devote an unreasonable

number of evenings to them. I am attaching a schedule of activities for the Thursdays and Fridays during this interval, as well as a schedule of evening school activities for the other days of these weeks. The latter will serve as a guide in making appointments, if you should see fit, on nights other than Thursday or Friday. The former will enable you to determine if conferences can be held on the nights when there are other attractions. Some of these events may not concern many of your group and you can, therefore, feel free to schedule appointments for these evenings.

If you wish, there is no reason why you cannot schedule some of your appointments after 4:00 P.M. instead of after dinner.

In order that this work may start promptly, however, all homeroom teachers are to schedule a full evening of conferences for Thursday, March 26.

- I. During the homeroom period on March 10 (senior high) and March 12 (junior high) explain the proposed plan of Open House, emphasizing:

- A. Its desirability for this child:

1. Who has no bigger problem confronting him than the choice of a program
2. Who needs combined parental and school guidance in the selection of a program best for him
3. Who will profit from the consequently more intelligent parental and school interest in his program and difficulties

- B. The need of coming to definite decision now, because

1. Better balanced classes will result
  - a. Changes after the program is built overcrowd some classes and make others too small. Small classes are expensive; large classes do not provide the best learning situation.
2. The Board has ruled that after parental approval, any further change other than that necessitated by student failure or in the interests of school efficiency, will be made only on payment of one dollar.

### SHOREWOOD HIGH SCHOOL

Milwaukee, Wisconsin

#### *Parents of Our Boys and Girls:*

That your child choose his program for next year in the light of his aptitude and probable future plans means much in his life.

If you will please participate with him and the school in selecting his subjects, we can add to his happiness

1. by further reducing probability of failure, and
2. by providing him with a wiser, more satisfactory program.

The need this year for arriving now at the best program possible is increased by two rulings of the Board of Education, made in the interest of economy. The first of these is that a class of less than twenty should not exist. This means elimination of the privilege of program change after the parental approval card is signed. To insure that the program next fall will be that contracted for this spring, the Board has further stipulated that any program changes other than those necessitated by student failure, or in the interest of school efficiency, will be made only upon payment of one dollar.

These regulations should make evident the common need of child, parent, and school conferring together to arrive at the most appropriate program possible.

To achieve this the faculty has set aside a period of one month, beginning with the evening of March 26th and continuing until April 24th, for consultation by private appointment with you and your child. Every student will arrange for that time which will be most convenient for you and his homeroom teacher. Appointments may be made for any time between 7:00 and 10:00 P.M. on the days designated by your child's homeroom teacher. Every appointment will be limited to twenty minutes. This should allow adequate time for consideration of most cases. If some conferences cannot be completed within this time, arrangement will be made for a subsequent appointment.

In the interest of your child, may we expect your participation in a conference?

Sincerely yours,  
JOHN F. WEINHOFF  
Guidance Director

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SHOREWOOD HIGH SCHOOL

OPEN HOUSE

*Appointment Card*

For consultation and final decision as to next year's program of studies we wish to reserve the period between \_\_\_\_\_ and \_\_\_\_\_ P.M. on Thursday, Friday (cross out one) \_\_\_\_\_, in Room No \_\_\_\_\_. \_\_\_\_\_ building.

Due to appointments with others, it is agreed that the conference shall begin and end at the time designated. If the problem cannot be solved within this period, arrangement will be made for a subsequent appointment.

STUDENT \_\_\_\_\_

TEACHER \_\_\_\_\_

PARENT \_\_\_\_\_

### *Reports to Parents*

A school guidance program can greatly increase its effectiveness by initiating a series of general letters, announcements, and reports to parents. These bulletins can interpret the activities of the school to the parents and can also suggest ways in which the parents can assist the school. The following materials devised by Superintendent E. R. Sifert of Proviso Township High School, Maywood, Illinois, illustrates some of these newer types of reports.

Proviso Township High School  
Maywood, Illinois  
November 24, 1937

### *To Proviso Parents:*

Parents continue to express an increasing interest in Proviso. This interest is cherished. In an effort to supply added information regarding Proviso we are enclosing with each report card a brief statement describing some one phase of our high-school life. The first of such articles accompanies this period's report card.

#### HOMEROOM GIVES PERSONAL TOUCH TO PROVISO

All day long at Proviso your boy or girl goes from classroom to study hall, to laboratory, to shop, to gym, to the pool—moving about according to his program. But each morning before he starts out he spends the time from 8:15 to 8:30 in his homeroom. In many respects this fifteen-minute "A" period is the most important in the day.

Each Proviso student is assigned to a homeroom group of from 30 to 35 students with one teacher in charge. Each group meets in a separate room, except that for lack of space it has been necessary to combine three or four senior groups into large study halls.

There the attendance is taken and the day's bulletin is read. Then follow special announcements by the teacher or by students. The homeroom is so organized as to give opportunity for leadership to a

maximum number of students. In each homeroom there are students who have been elected or appointed to act as representatives of that room on the Student Council, as homeroom secretary, *Pageant* (the school newspaper) representative, Girls' League representative, representative of his class governing group, or placed in charge of some special activity such as Thanksgiving baskets.

The homeroom is where must be accomplished many things which in smaller schools can be taken care of in assemblies. If it is a safety program, the emphasizing of the importance of scholarship, fire-prevention measures, a campaign to arouse interest in some worthwhile school activity, the stressing of the importance of good manners, the observation of a national holiday, or the promoting of certain desirable attitudes among the students—all these must be accomplished in the homeroom period. Where these objects may best be accomplished by student discussion the "A" period is often extended to allow the necessary time.

In a school as large as Proviso some one must have a personal interest in and responsibility for each student. That some one is the homeroom teacher. She lays out his educational program and watches his progress. She is his personal adviser, the one whose business it is to know him best. The homeroom teacher has the same group for three years and thus has an opportunity to learn the background and home conditions of each student. She understands his problems, learns his hobbies and ambitions, knows his capabilities, and thus can act as friend and counselor. His homeroom is his school home and his homeroom teacher personifies the interest which Proviso has in him.

Yes, the homeroom is important at Proviso.

E. R. SIFERT (signed)  
*Superintendent*

PROVISO TOWNSHIP HIGH SCHOOL

Maywood, Illinois

CHATS WITH PARENTS

December 3, 1936

Number 1—School Marks

*Introduction*

Conversations between parents and teachers are altogether too few, and when they do exist they are based almost entirely upon a



single phase of school life; namely, the phase that pertains to pupil failure—failure either in scholastic achievement or failure in conduct.

There are many other occasions when it is desirable to talk with parents. In order to surmount this difficulty the next best thing is often tried, namely writing letters to parents. So I propose to write a number of letters to parents. These letters will be given out at Parent-Teacher meetings. Replies and suggestions will be very welcome from all parents.

In Proviso our Parent-Teacher meetings usually follow the giving of report cards, so for this first letter I am choosing to talk about school marks, or as they are commonly called, school grades.

### *School Marks*

There is nothing sacred about any marking system in public schools. In fact, school marking procedures are much like any other established tradition in American life. The marks we give today simply represent the present evolutionary state of our report system to parents. Parents have a right to know how their children are progressing in any school system.

We might even admit that the system of report cards commonly in use, that of giving single letters or numbers to indicate varying stages of achievement, represents not only the final evolutionary stage, but probably also the simplest and most condensed method of reporting to parents. This condensation has been the result of the tremendous task at hand every time marks are reported to parents. In Proviso it is rather significant that 18,000 marks are given out each six weeks to parents, which together with semester examination marks make about 180,000 marks given annually from this institution. Yet these marks represent the most condensed means we know for reporting to parents.

There is much we do not know about marking systems. It has not been established that it is more efficient to give marks in terms of letters. There are certain evils in connection with giving marks that may well be considered. It has not been wholly established that it has been wise to make a comparison of pupils in all cases, and after all, any marking system resolves itself into nothing eventually but the comparative ranking of pupils in achievement from the lowest to the highest. We do know that on certain occasions this comparative marking of pupils does serve as a stimulus to some pupils and occasionally it serves as a definite discouragement. In the last analysis

we are not sure that comparative marking is a desirable form of marking in all cases. Sometimes we are prone to think it promotes too much of the "keeping up with the Jones" attitude among pupils. They become more concerned with marks than they do with achievement. It probably would be much more satisfactory if we were to report to each parent with a personal letter about each subject taken by a pupil.

The distribution of marks becomes a very serious problem. How many pupils should receive marks of 1, 2, 3, 4, or D? In this respect we may state that our distribution of marks aims to parallel life outside of school. In any phase of life we may judge, nature has distributed us so that there are a few who achieve in a very superior manner; there are a few who fail to achieve at all; there are some who achieve unusually well; and an approximately equal number who achieve in an unusually poor manner. However, the vast majority of us achieve to a very average degree. This is true in mental work; it is true in physical work; in fact, it is true in just about any kind of measurement of a human being you can make. After all, most of us are average people.

In our school system the average pupil is probably the most neglected pupil. We pay too much attention to the superior and inferior individuals, yet the average pupil is the one who will become the average citizen of tomorrow, and the average citizens constitute the backbone of the nation. It is safe to say then that the average person is a successful person. Hence we may say that the average mark of 3 is a successful and satisfactory mark. It is not often enough regarded as such, too often because most universities frankly state that they are not much interested in the average pupil, unless he is a good prospect for an "All-American" full back. Who is there to say that the average individual or even the individual of less than average ability should not have school or college training as extensive as the superior individual? We grant that their training should be along different lines; nevertheless, it seems that equally extensive training might be quite desirable.

School marks should be commensurate with native, pupil capacity. When the pupil who is of average mentality achieves an average mark, he has done all that should be expected of him, but when a superior mental pupil achieves an average mark, he is frankly "loafing" on the job. It should be as easy for the "1" mental student to get a "1" as for the "3" mental to get a "3." Except that nature dictates to us that only a few are superior and only a few

fail, we have no other basis for our distribution. It is highly desirable, however, that nobody fail, and there are plans in effect in some school systems where pupils never fail but where their rate of learning is the variable factor rather than the marks they receive, and accordingly they are allowed to slow up or to enrich their learning, depending upon their abilities and their endeavors.

We have said that there is nothing sacred about our report-card system. It might be much more desirable for us to report on conduct, on effort, on originality, or perseverance, on initiative, or on other personal qualities than it is to report on achievement. In fact, there are some schools where this particular type of report card has been issued.

School marks do count. So do college marks count. There are business firms which, when they want to select young men or women, go back to scholastic or college record, and other things being equal they choose the individual who has made high grades in school. The universities today definitely state in many cases that they want only the upper 25 per cent of pupils for college entrance.

Marks may be erroneous, but mistakes are made far more often with the average individual or with superior individuals than with failing individuals. Of all marks that should concern us, the mark of failure should demand the most serious attention by any parent. After all, the very best type of report that any parent can possibly get about school pupils lies in a personal conference between that parent and the teachers concerned, with the pupil present, and Proviso stands ever ready to make arrangements for such conferences. We only ask that parents recognize this most successful type of parent-teacher work; namely, the triangular conference between the parent, the pupil, and the teacher. A phone call to our office will arrange for such a conference at any time convenient. Such conferences constitute the ultimate in usable, satisfactory, and beneficial information regarding pupil achievement. Visitation to classes increases pupil achievement. Parents should make it a point to visit school at least one-half day per year, going with the pupil from class to class, and thus getting first-hand information regarding achievement, regarding school problems, regarding inferior or superior work, that far surpasses any information that may be written in any type of a school report card. School visitation constitutes, by far, the best report system known in our schools.

E. R. SIFERT

Other types of home contacts are also valuable. In some schools, the teachers send anecdotal and other types of reports to the parents whenever a significant incident has occurred. In other schools, the teachers are encouraged to visit the homes of all the students. This program of home visitation has proved very useful and has become an established and expected part of the activities of many schools.

### *Office Hours for Teachers*

Often schools will find it advantageous to set aside an hour or two on one afternoon a week for office hours for the teachers. During this period, the teachers will stay in their rooms and meet with any interested parents. Regularly scheduled appointments can be made through the central office. The teachers can be furnished with a list of the parents and the time each is expected to come. This regular service to parents may increase the number of parental contacts. Furthermore, such a procedure will emphasize the need for contacts with parents and will give a more professional atmosphere to these relationships.

### MAINTAINING SCHOOL-PARENT CONTACTS

The secondary school of the future will give increased emphasis to parental contacts. In accord with the trend in this direction, the following program of parent-school activities is given to illustrate ways by which a school staff may begin such a program.<sup>3</sup>

#### PARENT-SCHOOL CONTACTS AT RUFUS KING HIGH SCHOOL

Among the methods which we use to maintain our parent school contacts are:

1. The Monthly Letter, by the principal, sent home to the parents of all our children.
2. The Homeroom Parent Letter sent home to the parents of the children in that homeroom, usually calling parents' attention

<sup>3</sup> R. G. Chamberlain, "A Working Program of Parent-School Cooperation," *Proceedings of the Conference on Guidance and Student Personnel Work*, Northwestern University, November 21, 1936, pp. 52-54.

- tion to some apparent difficulty that the child is having and asking the parent to call and discuss the matter with the homeroom teacher at his earliest convenience.
3. The Mid-semester Individual Pupil Report supplements the grade report card but says nothing about grades. This is a summary of all the child's teachers' reports made by the homeroom teacher. This report calls attention to the child's apparent strengths and weaknesses and adds an invitation for the parent to come and discuss any of these points with the homeroom parent and the child's teachers.
  4. The pupils' community committee consisting of committees from a volunteer service homeroom which visits the parents who have any complaints to make regarding the school or the actions of our children. These student committees seek to establish good will and understanding between the school and the community.
  5. The student good-will committee consists of committees from a volunteer service homeroom. This committee visits the homes of children who are ill or must remain out of school, helps the child to get his work assignments, sends good-will cards and inquires into the absences where the causes are unknown to the school.
  6. Home visitation by a teacher wherever the homeroom parent feels that a home visit would be helpful.
  7. Among the students of our school, we have quite a few cases of children with problems because the home environment is poor and where parents are not interested enough to come to the school upon our invitation. Our teachers are assuming individual conferences with these children and visit the home to talk with the parents.
  8. Our school nurse and doctor service in which our school nurse visits the homes of children whose physical health seems to indicate that greater home coöperation must be secured to bring about a better health situation.

These are among the contacts which we make in our efforts to bring about a better parent-school coöperation, but again, I wish to emphasize the importance which we place upon the parent conference at the school and the number of conferences sometimes necessary with a parent until we can bring about a favorable parent attitude toward the school and the parents' confidence and trust in the school is established.



## GUIDING PUPILS THROUGH COMMUNITY SURVEYS

The community is a rich storehouse of educative stimulation. In few schools has this resource been used effectively. The guidance program can assist groups to carry on community surveys and can help pupils participate more effectively in the life of the community.

*Community Surveys Locate Curriculum Content*

Through a survey of the community, pupils can locate a large number of interesting and worth-while projects for continued study. Such areas of information as the following might result from a survey:

1. The history of our city
2. The people of our city
3. Our physical city
4. The industries of our city
5. Public buildings in our city
6. Transportation in our city
7. How our city protects its inhabitants
8. The advantages of our community
9. The needs of our community
10. Our city as a good neighbor
11. The responsibility of the citizens to our community
12. The future of our community
13. Vocational opportunities in our city
14. Recreational opportunities in our city

These surveys might be followed up by the actual introduction of much of this community curricular material into both the homeroom and classroom periods. In commenting upon criteria to be used in evaluating the success of the community school curriculum Dr. Paul J. Misner believes that several significant factors should be taken into account. Homeroom sponsors might well consider these criteria when a community study in being undertaken:<sup>4</sup>

<sup>4</sup> Paul J. Misner in *The Community School*, edited by Samuel Everett (New York, D. Appleton-Century Co., 1938), pp. 71-72.

1. *Socialization.* In a nation like ours, with its tradition of extreme individualism, it is essential to counterbalance desirable individualism with an appropriate emphasis upon group planning, group action, group responsibility, and group accountability. Community education possesses the invaluable function of permitting individuals to plan, discuss, and act together.

2. *Social Action.* Too often ideas never extend beyond the limits of verbalization or arm-chair philosophizing. The community group (children and adults) that follows a survey of traffic problems with remedial measures, that studies health conditions within the community and takes action to meet the revealed needs, that raises funds to relieve the needy in a far-off national catastrophe, all these are sound curricular experiences because they extend planning into action.

3. *Self-Reliance.* Maturity implies ability to manage one's own life. A critical examination of traditional practice will suggest that parents and teachers have entered into a conspiracy to keep children immature. Similar examination would suggest that community agencies have a like effect upon adults. The presence of small cliques and vested-interest groups in a community intent upon the promotion of narrowly conceived purposes is evidence of adult immaturity. Community education should facilitate growth toward maturity by helping all persons to seek more worthy and socially significant goals.

4. *Reality.* "Life is real, life is earnest," says the poet. Unfortunately too many curricular experiences are neither real nor earnest. An educational program that encourages visits by pupils to the slum district and piously discharges its social obligation by sending Thanksgiving baskets can scarcely be designated as realistic. An educational program that encourages critical study of the causes for slum districts and then proceeds to do something about them is on its way to becoming realistic.

5. *Socially Significant Learnings.* It is scarcely tenable to hold that all the experiences of children and adults are equally significant at any given time. Community education implies guidance to the end that first things come first in terms of their social significance. The concentration of attention upon the anti-social influences of moving-picture theaters may be necessary in advance of desirable improvements of community recreational facilities.

6. *Integration of Experiences.* Integration of personality takes place when individuals develop a sense of values and relatedness about themselves and the world in which they live. Recognition of

children as important members of the community by seeking their coöperation in planning a summer recreation program is illustrative of how community education may facilitate integration of personality. To achieve this integration adults must honestly seek and desire the participation of children and demonstrate by their behavior that such participation is respected.

7. *Long-Term Activities or Projects.* The study and solution of significant community problems will usually involve a considerable amount of planning and participation by both children and adults. The landscaping, screening, and general beautification of the site of a new school building illustrates the type of long-term project that will develop within a program of community education. Such a project will involve children, representatives of the Garden Club, the Park Board, Board of Education, and neighborhood groups. Because such activities are life and not lifelike, they supply motivation, continuity, and reality to the learning process. Likewise they permit the life sequence of planning, executing, evaluating, replanning, re-executing, and re-evaluating by individuals and groups.

8. *Variety of Significant Experiences.* An adequate program of community education should provide a wide variety of experiences to meet the individual needs and interests of both children and adults. The lawyer may desire and profit from the experiences of helping children make a survey of natural resources within the community. The busy club woman will find possibly a stimulating source of satisfaction in working with children in a survey of community safety problems.

### *Helping Pupils Discover Community Needs*

The guidance program can provide an opportunity for pupils and teacher to discover and deal with community problems. Increasingly the community should be thought of as a co-operative responsibility of children and adults. Some of the projects which have been undertaken by pupils (often originating in the homeroom) of the school are included to illustrate possible community service.

Reference has already been made to one of the homeroom functions in the Rufus King High School, Milwaukee, Wisconsin. Members of a homeroom committee visit the homes of parents having any complaint about the school. If the pupils

of the school are destroying property, damaging lawns, or in any other way acting in an anti-social manner, the pupils' community committee deals with the problem. In the same school another homeroom sponsors a student good-will committee. Groups of pupils from this homeroom visit the homes of sick children, help these pupils with their school work, and attempt to be of real service to the pupils in the home.

In another school, several of the homerooms coöperate in a service to supply glasses to all pupils who are not able to purchase them. Another homeroom made a study of all pupils of high-school age not in school. An attempt was made through this study to locate ways by which the school might be of greater service to the youth not in high school.

The Abington, Pennsylvania, High School is sponsoring an interesting community service which helps in the coördination of the school and the community. This type of community service could be initiated by almost any school.<sup>5</sup>

#### ESTABLISHING A COMMUNITY CALENDAR

Eugene B. Gernert, Principal  
Abington High School, Abington, Pennsylvania

Desirous of rendering additional service to its community, Abington High School established a Community Calendar in September, 1937. This calendar serves as a clearing house for events and interests in the community. Prior to its establishment, often on a single evening, various organizations would schedule meetings and social events in number far beyond the ability of the community to give support. Organizations frequently planned events in the immediate neighborhood in conflict with one another for each was working without the knowledge of the schedules of the others.

Members of the Girls' Hi-Y Club of the High School made a survey of all civic, religious, scholastic, and general organizations in our township, also those in the adjoining territory. This proved interesting, for more than one hundred organizations were found.

Boys in the mechanical drawing department laid out twelve sheets of standard, white drawing paper, 18 x 24 inches in size, for the

<sup>5</sup> Eugene B. Gernert, "Establishing a Community Calendar," *School Activities*, Vol. 10, No. 2 (October, 1938), p. 82.

calendar months of the year, arranged September to August inclusive. These twelve calendar sheets were placed on wall hooks near the office telephone, where they could be paged and consulted very easily. Small duplicates of these twelve sheets were kept in the room where the Hi-Y girls meet.

The Hi-Y girls sent letters to each of the organizations and explained the existence and purpose of the calendar. The letters also invited the organizations to submit their events for listing throughout the year.

Organizations responded by letter, telephone, and personal call, and the girls properly entered these events. These listings included dates, time, and information in connection with the various organization meetings, dinners, musical and dramatic performances, dances, card parties, and other events growing out of the social, scholastic, and civic interests of the community.

Great care was exercised in listing the events, but no attempt was made to direct or allocate dates and events. Events were listed in the order received.

The result has been a fine and more coöperative distribution of community affairs. For example, the local civic club wishes to schedule a Mother and Daughter dinner for a certain evening. The secretary of the civic club telephones the school, asks a secretary or a Hi-Y girl on duty to read her the listings for the evening under consideration. She learns that a local church has a membership dinner and that the High School Parent-Teacher association meets that evening. She then asks about a second choice and decides that it is wise to take the second choice.

The various organizations of our community are now more community-conscious. Many more people can now attend meetings of a wider choice of interest. The high-school students are gaining valuable knowledge and experience in the larger life of the community, which they will serve as good citizens in the near future. The high school itself serves as an additional medium for publicity of worth-while community interests.

Any high school may well consider a community calendar as a means of community contact and service.

#### GUIDING PUPILS TOWARD COMMUNITY SERVICE

Many kinds of community service can be rendered by alert groups interested in this type of service. Schools may find it possible to encourage students to:



1. Make a survey of the talent of the school and make the information available to community organizations desiring the use of such talent
2. Sponsor a school section in the city newspaper
3. Sponsor a school hobby show
4. Sponsor a community clean-up campaign
5. Study the forthcoming radio programs and distribute information about worth-while broadcasts to the entire school
6. Sponsor a coöperative school-community athletic program, tennis court, field day, etc.
7. Sponsor discussions concerning the rôle of the parents in the work of the school
8. Stimulate a study of the problems and possibilities of summer vacations. The development of worth-while summer hobbies, interesting trips, and useful summer projects should result from such a study.

More emphasis needs to be given to the rôle of youth in the community. Much more attention needs to be directed toward worth-while service projects for the community carried on by students in its school.

### *Pupils Learn About Community Organizations*

It is very important that pupils carry on a continuous study of community organizations that can be helpful to them. In nearly every community there are organizations established to serve youth, and in many cases these organizations find their work handicapped owing to a lack of information by youth as to these available services.

The following list of national organizations interested in boys and girls, many of which may have connections in the local area, should prove helpful to homeroom sponsors and guidance workers. Several homeroom or group guidance periods can be devoted to a study of the purposes and the work of these organizations. Through such studies, pupils should become increasingly able to utilize these organizations to the greatest advantage.

## ORGANIZATIONS INTERESTED IN YOUTH

- Agudath Israel Youth Council of America, 131 West 86th St., New York, N. Y.
- Aleph Zadin, 512 Omaha National Bank Building, Omaha, Neb.
- Allied Youth, 1201 Sixteenth Street, N. W., Washington, D. C.
- Amateur Cinema League, Inc., 420 Lexington Ave., New York, N. Y.
- American Association for Adult Education, 60 East 42nd St., New York, N. Y.
- American Association for Health and Physical Education; a department of the National Education Association, Secretary: E. D. Mitchell, 311 Maynard Street, Ann Arbor, Mich.
- American Association of Leisure Time Educators, National Secretary-Treasurer's Office, 2805 Belair Avenue, Nashville, Tenn.
- American Automobile Association, Pennsylvania Avenue at 17th Street, N. Y., Washington, D. C. Address: Safety and Traffic Engineering Department.
- American Camping Association, Inc., Lane Hall, Ann Arbor, Mich.
- American Farm Bureau Federation, 58 East Washington Street, Chicago, Ill.
- American Federation of Arts, 801 Barr Building, Washington, D. C.
- American Folk Dance Society, 673 Fifth Avenue, New York, N. Y.
- American Forestry Association, 919 17th Street, N. W., Washington, D. C.
- American Jewish Congress, Youth Division, 122 East 42nd Street, New York, N. Y.
- American Junior Red Cross, National Headquarters, 18th and E. Streets, N. W., Washington, D. C. Address: National Director, American Junior Red Cross.
- American Library Association, 520 N. Michigan Ave., Chicago, Ill.
- American Nature Association, 1214 16th Street, N. W., Washington, D. C.
- American Nature Study Society, 5540 Pershing Ave., St. Louis, Mo.
- American Radio Relay League, 38 LaSalle Road, West Hartford, Conn.

- American School Citizenship League, 405 Marlborough St., Boston, Mass.
- American Society for the Prevention of Cruelty to Animals, 50 Madison Ave., New York, N. Y.
- American Tree Association, 1214 16th Street, N. W., Washington, D. C.
- American Turnerbund, 902 Century Building, 130 Seventh Street, Pittsburgh, Pa.
- American Youth Congress, National Council, 55 West 42nd Street, New York, N. Y.
- American Youth Hostels, Inc., National Headquarters, Northfield, Mass.
- Associated Glee Clubs of America, 1 Parade Place, Brooklyn, N. Y.
- Athletic Institute, Inc., 1724 Republic Building, 209 South State St., Chicago, Ill.
- Avukah, American Students Federation, 111 Fifth Ave., New York, N. Y.
- Baptist Young Peoples Union of America, 203 North Wabash Ave., Chicago, Ill.
- Big Brother and Big Sister Federation, 425 Fourth Ave., New York, N. Y.
- B'nai B'rith Hillel Foundation, Electric Building, Cincinnati, Ohio.
- Boy Rangers of America, Inc., 186 Fifth Ave., New York, N. Y.
- Boy Scouts of America, 2 Park Ave., New York, N. Y.
- Boy's Brotherhood Republic, 1530 South Hamlin Ave., Chicago, Ill.
- Boys' Clubs of America, Inc., 381 Fourth Ave., New York, N. Y.
- Camp Fire Girls, Inc., 41 Union Square, New York, N. Y.
- Catholic Boys' Brigade of the United States, 316 West 85th Street, New York, N. Y.
- Christ Child Society, 608 Massachusetts Ave., N. W., Washington, D. C.
- Christian Quest Idea, 203 North Wabash Ave., Chicago, Ill.
- Collier's Code, P. F. Collier and Son Co., 250 Park Ave., New York, N. Y.
- Columbian Squires, as sponsored by Knights of Columbus, 45 Wall Street, New Haven, Conn.
- Cooperative Recreation Service, Delaware, Ohio.
- Council of Young Israel, 120 Wall Street, New York, N. Y.

- Educational and Recreational Guides, Inc., 138 Washington Street, Newark, N. J.
- Epworth League, Methodist Episcopal, 740 Rush St., Chicago, Ill.; Methodist Episcopal South, 810 Broadway, Nashville, Tenn.
- Federation of College Catholic Clubs, Newman Hall, 3743 Spruce St., Philadelphia, Pa.
- Fellowcrafters, Inc., 64 Stanhope St., Boston, Mass. Address: Education Division.
- Four-H Club Work, Department of Agriculture, Washington, D. C.
- Friends of Boys, 139 Orange St., New Haven, Conn.
- Future Farmers of America, Division of Vocational Education, U. S. Office of Education, Department of Interior, Washington, D. C.
- Girls Friendly Society, 386 Fourth Avenue, New York, N. Y.
- Girl Scouts, Inc., 570 Lexington Ave., New York, N. Y.
- Girls' Service League of America, 138 East 19th St., New York, N. Y.
- Hechalutz, 1225 Broadway, New York, N. Y.
- Highlander Organization, Denver, Colo.
- Informal Education Service, 2622 W. Ashwood, Nashville, Tenn.
- Intercollegiate Menorah Association, 63 Fifth Ave., New York, N. Y.
- International Order of the King's Daughters and Sons, 144 East 37th Street, New York, N. Y.
- International Workers' Order, 80 Fifth Ave., New York, N. Y.
- Izaak Walton League of America, Inc., 222 North Bank Drive, Chicago, Ill.
- Jewish Welfare Board, 220 Fifth Ave., New York, N. Y.
- Junior Achievement, Inc., 33 Pearl Street, Springfield, Mass.
- Junior Alumnae of I. F. C. A., 131 East 29th Street, New York, N. Y.
- Junior Alumnae of the International Federation of Catholic Alumnae, 6931 Yale Ave., Chicago, Ill.
- Junior Birdmen of America, 1834 Broadway, New York, N. Y.
- Junior Catholic Daughters of America, 10 West 71st St., New York, N. Y.
- Junior Daughters of Isabella, 375 Whitney Ave., New Haven, Conn.
- Junior Hadassah, 111 Fifth Ave., New York, N. Y.

- Junior Holy Name Society, National Headquarters, 487 Michigan Ave., N. E., Washington, D. C.
- Junior Red Cross, Washington, D. C.
- Kiwanis "Brothers" and "Dads," 520 North Michigan Ave., Chicago, Ill.
- Knighthood of Youth, National Child Welfare Association, 70 Fifth Ave., New York, N. Y.
- Knights of King Arthur and Queens of Avalon, Lock Box 776, Boston, Mass.
- Leisure League of America, 30 Rockefeller Plaza, New York, N. Y.
- Luther League of America, Muhlenberg Bldg., Philadelphia, Pa.
- Masada, Youth Zionist Organization of America, 111 Fifth Ave., New York, N. Y.
- Mizrachi Youth Organization, 1123 Broadway, New York, N. Y.
- Motion Picture Producers and Distributors of America, Inc., 28 West 44th St., New York, N. Y. Address: Community Service Dept.
- National Association of Audubon Societies, Inc., 1775 Broadway, New York, N. Y. Address: Education Department.
- National Board of Review of Motion Pictures, 70 Fifth Ave., New York, N. Y.
- National Board of the Y.W.C.A.'s, 600 Lexington Ave., New York, N. Y. Address: Leadership Division.
- National Boys' and Girls' Week Committee for the United States, 35 East Wacker Drive, Chicago, Ill.
- National Child Welfare Association, Inc., 70 Fifth Ave., New York, N. Y. Address: Visual Education or Character Education Division.
- National Congress of Parents and Teachers, 1201 Sixteenth St., N. W., Washington, D. C. Address: State President or the National Office in Washington, D. C.
- National Council of Jewish Juniors, 625 Madison Ave., New York, N. Y.
- National Council of Student Christian Associations, 347 Madison Ave., New York, N. Y.
- National Federation of Settlements, Inc., 147 Avenue B, New York, N. Y.
- National Geographic Society, 16th and M Streets, N. W., Washington, D. C. Address: School Service Division.
- National Grange, 970 Chicago Ave., Columbus, Ohio.



- National Motion Picture League, 20 West 59th Street, New York, N. Y.
- National Recreation Association, 315 Fourth Ave., New York, N. Y.  
Address: Correspondence and Consultation Bureau.
- National Safety Council, 1 Park Ave., New York, N. Y. Address: Education Division.
- National Self-Government Committee, 80 Broadway, New York, N. Y.
- National Soap Sculpture Committee, 80 East 11th Street, New York, N. Y.
- National Union of Catholic Women; Women's Section of the Catholic Central Verin, 7527 Virginia Ave., St. Louis, Mo.
- National Young People's Christian Union, 16 Beacon St., Boston, Mass.
- Optimist International Boys' Work Council, 924 North 31st St., Milwaukee, Wis.
- Order of the Builders, 159 North State St., Chicago, Ill.
- Order of DeMolay, Grand Council, Armour and Warwick Boulevards, Kansas City, Mo.
- Order of the Rainbow for Girls, McAlester, Okla.
- Orders of Sir Galahad and the Fleur de Lis, 1 Joy St., Boston, Mass.
- Pathfinders of America, 968 Hancock Ave., West, Detroit, Mich.
- Pi Christian Fraternal Orders, 2326 Auburn Ave., Cincinnati, Ohio.
- Pioneer Youth of America, 69 Bank St., New York, N. Y.
- Rotary International, 35 East Wacker Drive, Chicago, Ill.
- Russell Sage Foundation, 130 E. 22nd St., New York, N. Y. Address: Department of Recreation.
- School Garden Association of America, 121 East 51st St., New York, N. Y.
- School Republic, 591 W. Mt. Pleasant Ave., Mt. Airy, Philadelphia, Pa.
- Sodality of Our Lady, 3742 W. Pine Blvd., St. Louis, Mo.
- Sons of the American Legion, 777 N. Meridian St., Indianapolis, Ind.
- Sportsmanship Brotherhood, Hotel McAlpin, New York, N. Y.
- St. Vincent de Paul Society, Independent units in each diocese and city.
- Theatre Arts, Inc., 40 East 49th Street, New York, N. Y.
- Theta Phi Alpha Fraternity, 300 Manufacturers Trust Bldg., Rock Island, Ill.
- Toc H. International address: 47 Francis St., London, Eng.; tem-

- porary U. S. address: Pryor Grant, Boys Bureau, 105 East 22nd St., New York, N. Y.
- U. S. Dept. of Agriculture, Bureau of Biological Survey, The Mall between 12th and 14th Sts., S. W., Washington, D. C.
- U. S. Dept. of Agriculture, Extension Service, The Mall, between 12th and 14th Sts., S. W., Washington, D. C. Address: The Extension Service at the national headquarters in Washington, D. C., or the state extension service at the State Agricultural College.
- U. S. Dept. of Agriculture, Regional Foresters, U. S. Forest Service. Address nearest office.
- U. S. Dept. of Commerce, Bureau of Fisheries, 14th St. between E and Constitution Aves., N. W., Washington, D. C.
- U. S. Dept. of the Interior, National Park Service, New Interior Bldg., Washington, D. C. Address: Division of Motion Pictures.
- U. S. Dept. of the Interior, Office of Education, New Interior Bldg., Washington, D. C. Address: Editorial Division.
- U. S. Dept. of Labor, Children's Bureau, Constitution Ave., at 14th St., N. W., Washington, D. C.
- United States Junior Chamber of Commerce, Mayfair Hotel, St. Louis, Mo.
- Wildflower Preservation Society, Inc., 3740 Oliver St., N. W., Washington, D. C.
- Woodcraft League of America, Inc., Care of Seton Village, Santa Fe, N. Mexico.
- Works Progress Administration, Recreation Division, 1734 New York Ave., Washington, D. C.
- Young Citizens' League of South Dakota, Dept. of Public Instruction, Pierre, S. D.
- Young Folks' Temple Leagues, Merchants' Building, Cincinnati, Ohio.
- Young Judaea, 111 Fifth Ave., New York, N. Y.
- Young Men's Christian Association, Headquarters Office, National Council of the Y.M.C.A., 347 Madison Ave., New York, N. Y.
- Y.M.H.A. and Y.W.H.A., Jewish Welfare Board, 71 W. 47th St., New York, N. Y.
- Young People's Fellowship, 201 Fourth Ave., New York, N. Y.
- Young People's League of the Union of Orthodox Jewish Congregations, Amsterdam Ave. and 186th St., New York, N. Y.

Young People's League of the United Synagogue, Broadway and 122nd St., New York, N. Y.

Young People's Religious Union, 25 Beacon St., Boston, Mass.

Young Poale Zion Alliance, 1133 Broadway, New York, N. Y.

Young Women's Christian Association, National Board, 600 Lexington Ave., New York, N. Y.

In each community it would seem desirable to study carefully the local organizations interested in youth. This information could be supplied to all of the pupils. The school can frequently help these organizations to become more effective.

### *Establish Evening, Continuation, and Adult-Education Opportunities*

A community can further help its youth through the establishment of educational opportunities not usually provided by the present program. Continuation classes or post-graduate work can be provided for these pupils needing or desiring further secondary-school work. Evening classes can be provided for both young and old. Through evening classes, parents can find help if they desire to become more effective as parents. In these classes, pupils can deal with problems of vocational preparation, recreational development, and other guidance needs. Many informal types of educative services can be provided by an alert community interested in the guidance of its young people.

### *A Community Information Center*

Through the coöperation of schools, clubs, community organizations, and the city library, it is often possible to establish a community information center. Here can be filed all types of materials dealing with occupational trends and vocational guidance. This center can also survey and record all of the sources of guidance in the community. A record can be kept of all college graduates, and pupils can be referred to them for information about specific schools or vocations. Names, offices, and types of services rendered by each community organization

can be recorded here. It should also be possible for this organization to supply individual counseling service at this center. Eventually the center may be expanded to serve as an employment office for the community. In that case, it is desirable that it develop a central records office. School graduates would have their records transferred to this office for permanent filing. The school records can then be useful during a person's entire life.

### *A Community Youth Center*

The coöperation of all of the agencies of the community might culminate in the establishment of a Community Youth Center. Such a center can serve many purposes. The services of all of the community agencies can be unified. Overlapping in services and records can be prevented through a central records and employment office. A clinical service can be made available for individuals requiring specialized and intricate services. All young people can be centrally referred. The separate agencies will find it necessary to check and coöperate with only one central office. And most important of all, such a Youth Center will represent a tangible evidence of the interest of the community in its youth. A proposal in this direction has already been made by Dr. Paul A. Misner, Superintendent of Schools, Glencoe, Illinois. The following statement outlines this proposal.<sup>6</sup>

#### *Name*

The plan of community organization outlined herewith shall be designated as the Glencoe Community Educational Center.

#### *Membership*

Broadly conceived, the Community Educational Center shall include in its membership all persons living within the community. Individual and group representation shall be provided by designating specifically the following individuals and groups: The Board of

<sup>6</sup> Misner, *op. cit.*, pp. 71-72.

Education, the Village Board, the Library Board, the Park Board, the Woman's Library Club, the Parent-Teacher Association, the Chamber of Commerce, the Rotary Club, the American Legion, the D.A.R., and representatives of labor and professional interest groups.

### *Purpose of the Plan*

The broad purposes of the Community Educational Center shall be as follows:

1. To provide an agency by means of which the needs and responsibilities of the community may be formulated in relation to the demands of a changing civilization for the continuous growth and enrichment of children and adults in the Glencoe community
2. To create means whereby continuous improvement of community life is achieved through coöperative planning and action
3. To provide a more realistic means of education for all persons by making the problems and activities of community life the essential basis of curricular experiences
4. To facilitate the recognition of education as a dynamic social activity capable of reconstructing the social order in accordance with the demands of a technological civilization and the implications of democracy

### *Method of Administration*

The Community Educational Center shall be administered by an extra-legal agency designated as the Community Planning Council. Membership in the council shall consist of representatives chosen by and from each of the following agencies: the Board of Education, the Village Board, the Library Board, the Park Board, the Parent-Teacher Association, the Woman's Library Club, the Chamber of Commerce, the Rotary Club, the American Legion, the D.A.R., and one representative each from labor and professional interest groups.

The method of selection and the length of time that each representative shall serve as a member of the Community Planning Council shall be determined by each representative agency. The council shall select its own officers and determine its own rules of procedure. In the absence of valid precedents covering activities of such an agency the precise details of organization and administration must await the appearance of actual needs and problems.



Broadly conceived the functions of the Community Planning Council shall be as follows:

1. To serve as a representative agency whose responsibility shall be long-time planning in the interest of the continuous improvement of community life
2. To integrate the individual and social needs of all persons within the community by the formulation of broad social policies
3. To make specific recommendations to elective boards and related social and civic agencies that will suggest the means whereby community purposes can be achieved with the greatest degree of coördination
4. To emphasize education continuously as the dynamic social activity upon the success of which the improvement of community life will ultimately depend

The guidance of all youth will in the future become a community responsibility. The school can wield a significant influence in directing and coördinating the development of these guidance services. For the immediate present, the school can advantageously assist the pupils to use these community resources for guidance in a more effective way. Increasingly, the community will be used as a resource for curriculum study and as an agency to promote active participation by children as co-operative citizens in the community.

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## Chapter IX

### HELPING STUDENTS TO BE WELL ADJUSTED

If students have been prepared to enter a secondary school and have been assisted in making their orientation to its program, two steps will have been taken toward their satisfactory adjustment to the school situation. In addition, when the teachers and advisers study their pupils and take an inventory of the entire school situation including curriculum, extracurriculum, home, and community, they are endeavoring to bring about an understanding between the student and the school. Nevertheless other things can be done by teachers to aid pupils in making satisfactory adjustments.

Who is the well-adjusted student? The answer to this question is of great significance for those who are attempting to do guidance work. In an earlier chapter, considerable attention was directed toward understanding the needs of adolescents. The adolescent, like the child and the adult, is at all times striving toward adjustment. The psychologists tell us that one of the fundamental characteristics of human beings is their endeavor to remain integrated. Successful integration is an indication of successful adjustment. To achieve integration, it is necessary for a student to engage in work at which he can succeed, to have a feeling of being wanted in the group of which he is a part, and to have a sense of achievement and satisfaction as a result of recognition for his contribution. A well-adjusted student is one who is able to live effectively, to overcome his problems as they arise, or to face objectively his inabilities, and thus avoid the damaging effects of frustration. We must always think of the adjustment of the student in the situation. It is therefore important that teachers and advisers be able to study both the child and the situation. ✓

## AIDING STUDENTS TO DEVELOP GOOD STUDY HABITS

Many of the problems confronting teachers and advisers are concerned with students' educational adjustments. In almost every case, where such a problem exists, the student is handicapped by his lack of good study-habit tools. Because most students need help in learning how to study effectively, one of the guidance responsibilities of the school is to aid pupils in this endeavor. Some such bulletin as the following can be used as material in developing a study plan.

A STUDY PLAN TO HELP YOU PLAN YOUR WORK AND  
WORK YOUR PLAN

As the athlete trains for his work, so must the student train for his task if he is to be successful. And in training for his task he must observe certain health rules and keep certain regulations as does the athlete. Does this mean no fun and recreation? On the contrary, study when it is time to study and play when play is in order. You really get more fun and value out of each performance in this way. Then, too, you are always prepared for examinations and do not have to spend the night before a quiz in cramming.

There are three things to consider in this study plan. You will find them simple and easy to follow. These three things are:

1. Your place of study. 2 Your method. 3. Yourself.

1. **YOUR PLACE**—The physical conditions under which you work are important factors in your success as a student. "Study is most effective if it is maintained under conditions that further the best intellectual effort." Light, air, temperature, and the appearance of your study room influence your ability to achieve the maximum results.

*Lighting* should be adequate, but should not shine directly in the eyes. Indirect lighting is ideal, but a good light shaded so as to throw a steady glow on the working area is sufficient. Too strong a light is as tiring as too weak a light.

*Ventilation* depends on air currents. The air should circulate and not become stagnant. Most heating systems are designed so that the air in a room is constantly circulating. Humidity, or the amount of moisture in the air, is another factor in body comfort. This, too, is usually taken care of in the heating system. A room temperature of

about seventy degrees Fahrenheit, depending on personal comfort, is considered sufficient for best work. Too much heat will make you sluggish and drowsy. Too little may cause actual discomfort.

*Materials* for study should be well arranged on your study desk for convenience. Perhaps you have never given this much thought, but time can be wasted looking for pencils, papers, note-books, and other needed articles. Be methodical. Have a place for those elusive pencils and erasers. Arrange your reference and textbooks so you can easily select the one you want when you want it without having to search high and low for it. Use a straight back chair. Keep the easy chair and the davenport for recreational reading.

2. **YOUR METHOD**—Your study program should include a budget of your time. Just as a business man budgets his resources in order to be able to meet his obligations, so you will need to budget your time to meet your needs. To help you do this, you are asked to keep a record of your time for one week. This is a twenty-four hour record, running from midnight to midnight. After you have kept this for a week you will see where the 168 available hours go. Then you can make your budget, saving a few minutes here and there in order to have more for another purpose. Set a time limit for each subject. See how well you can do your work in as short a time as possible, but allow sufficient time to do it well.

*Assignments* are the first step in your method. Be sure you get them accurately as to scope, content, and form. It is preferable to study a subject immediately following the class period. You can then review the class work and attack the new assignment with the teacher's objectives fresh in mind.

*Reading* rapidly through the assigned material will help you to get your mind on the work and give you a clear grasp and overview of the material. Keep your mind on the work. Then reread carefully, taking down important points in outline form for future reference and review. Hunt for the key words, phrases, or sentences in which the author gives the gist of his subject, and master the full meaning of these. Half-mastery results when you skim through material without getting the author's point. You obtain only a hazy idea of what it is all about, and as a consequence you will find it hard to recite well or to write on the subject.

*Develop an interest* in what you are studying. Lack of knowledge often means lack of interest so you can develop an interest in a field of knowledge by learning more about it. Who are the famous men who have succeeded in the field, and under what handicaps



did they work? Use a variety of appeals, such as a historical novel paralleling the work in history. Sometimes the use of a different source book than your text adds variety. At other times the biography of some man who has worked in the field will add interest.

*Note-books* should be kept up to date. Don't put off assigned reading. This habit allows work to accumulate until you feel crushed under the burden. Work independently, cultivate self-reliance and determination. Pride yourself on your ability to get your lessons.

*Think* over the assignment carefully and discuss important points with class mates to clear up hazy impressions and to get a new point of departure. This will add to the interest you have in the subject. As you read and discuss a subject, frame questions such as your instructor might ask. It will help to fix points in mind and will aid in picking out essential facts.

*Review* for a specific purpose. If you don't know what type of test the teacher is to give, and sometimes she may not tell you, then you must review as if it were to be any one or a combination of the many different types—essay, completion, true-false, multiple-choice.

*Strive* always to excel, not your classmates, but your own record. To get by is not a good motto for any one. Convince yourself of the genuine value of doing your best work at all times. You will find it necessary at times to adjust your methods to your material and to your own needs.

*Be confident* in your own ability. Remember your successes and study your failures in order to find your weaknesses. Then strive harder the next time. The satisfaction you get from your successes and the ability to overcome your weak points will give you a keener interest in your work. Keep yourself well groomed, your clothes neat and clean. It will help you to forget your appearance when you recite to know that you are presenting the best possible appearance.

3. **YOURSELF**—The observation of certain health rules will keep your body in the "pink of condition," barring any irregularity which needs a physician's attention. What is health? It "means the largest amount and finest quality of work of which the individual is capable," it means "a well-balanced organism." How is it to be obtained? "Good blood circulation and normal digestion with its allied functions mean *vitality*, the source of effort."

*Food*, and good nourishing food, is essential to health. Use plenty of fresh vegetables and fruits. Leave out the sweets, and the stimulants such as coffee and tobacco.

*Sleep* in a well-ventilated room at least eight hours every night.

If you need more sleep, be sure you get it. You may not be another Edison for whom four hours of sleep is sufficient, and besides you have not acquired full physical growth.

Recreation is re-creation. Develop a hobby. Hiking, tennis, or any sport which takes you out of doors is ideal for the student. A few minutes in the open air will often send you back to your work with renewed vim and enthusiasm.

Finally, but most important of all perhaps, the *mental attitude* you bring to your work may be the difference between success and failure. Go at it with the same enthusiasm you feel towards your favorite sport or your favorite amusement. The first factor is *attention*. Don't slump. Get a quick start. When you sit down to work, have everything ready and begin. By this you avoid the agony of starting. Avoid distractions; keep your mind on your work, and your work up to date. You will have more time in which to play, and yet will get more out of your academic work. You will succeed as you plan your work in the light of these three things, your place, your method, your self, and then, *work your plan*.

#### GUIDING READING ACTIVITIES

Probably no activity receives greater emphasis in the secondary school than reading. It is through reading that one becomes informed concerning social issues, current events, and local, national, and international problems of the day. Reading is of great importance also in enlarging an individual's outlook upon life and in helping him to use leisure time in desirable ways. A student's success in school is conditioned in large measure by his ability to read. The recent emphasis upon extensive reading in such fields as English, social studies, and science accentuates the need of rapid and correct reading ability. There is, perhaps, no subject or field of work on the secondary level in which reading does not constitute an important study and learning activity. The time has come when the secondary school must assume responsibility for the continuous development of the reading abilities of students. No longer are we justified in assuming that this is the sole responsibility of the elementary school. Investigations reveal that a considerable number of secondary pupils are handicapped in reading ability, and it is not

uncommon to find that reading ages are markedly lower than mental ages. It should be recognized, also, that many students who are able to read relatively easy materials such as are included in most reading texts, encounter serious difficulty in the types of reading required in high-school subjects.

Two major problems are involved in the improvement of reading ability. One problem is that of discovering those pupils who possess serious reading deficiencies. For those students it is essential to have a carefully prepared diagnostic and remedial program carried on if possible under the direction of a specialist. It is of utmost importance that reading be made a challenging and completely satisfying experience. A second problem is that of guiding the reading of students in the usual high-school subjects. Reading involves a variety of activities and pupils may be proficient in some of these and deficient in others. For example, a student may be able to predict the outcomes of certain given events, and yet be deficient in ability to note details. Moreover, different types of reading experiences call for proficiency in different activities. It is commonly recognized that the vocabulary of one subject differs considerably from that of another. The reading of novels requires a technique different from that needed in reading essays, plays, or poetry.

Let us consider briefly some of the specific means of guidance in reading. One guidance procedure that has been found effective by many teachers is that of providing practice materials in those aspects of reading in which the students may be weak, such as vocabulary, ability to find the central points of paragraphs, note-taking and outlining, ability to organize and evaluate, and the ability to compare the presentations of two different authors. Practice materials of this kind should, of course, be based upon a careful diagnosis of pupil deficiencies and should be chosen so far as possible from the subject-matter of the particular course.

A second means of guidance is the use of thought-type questions based upon the suggested readings. Reading with a defi-

nite purpose in view is always more effective than random reading. It is of great importance that pupils be given opportunity to participate in the development of such questions. A third means of directing reading activities is that of using guide sheets, a procedure that is now so common that it needs no amplification. A fourth means of guidance is that of helping pupils to adapt their reading techniques to the purpose which they have in view. For example, pupils may need to read rapidly for large meaning or to read intensively to note details; they may need to skim in order to locate information or to read slowly to see relationships in the solution of problems.

### *Guiding Pupils in the Use of Books and the Library*

An adequate library is now regarded as an indispensable part of the equipment of the modern secondary school. Changes in the curriculum have placed new demands on the school library. The classical curriculum of the early secondary school with its emphasis upon the disciplinarian and college preparatory objectives is giving way to the modern high-school curriculum with its differentiated offerings to meet the varying needs of individual pupils. Likewise, traditional methods of teaching based very largely upon a single textbook are yielding to more progressive practices in which projects, socialized discussions, laboratory methods, and directed study techniques are emphasized. These procedures demand a well-equipped library. The teaching of literature, for example, must take into account the variability in pupils' interests and differences due to such factors as reading maturity, sex, and intelligence. The great increase in leisure time which has been brought about by the technological and scientific advances of the last century, and the present trend toward breaking down barriers between different subjects of the high-school curriculum are further implications for the need of a well-equipped library. If students are to develop high standards in the types of reading material which they choose, it is essential that they be guided in making wise selections.



One problem that is often encountered in guiding pupils in the use of the library is that of making the facilities of the library accessible to students. In many schools, the mechanical activities involved in obtaining books are so numerous as to discourage most students from attempting to extend their information or to withdraw books for recreational reading. This difficulty is being overcome in some schools by simplifying library routine. In many instances a closer relationship of library and study halls is being effected. Some of the newer methods of teaching, such as supervised study technique, necessitate the presence in the classroom of many different types of study materials. The development of classroom libraries is probably one of the most promising departures from traditional practices with reference to library facilities. Important as it is to provide adequate facilities and to make the resources of the library accessible to students, there is yet a more important problem, that of teaching pupils how to use books and the library. Recent studies in current practices in dealing with the problems reveal a variety of procedures. In some schools guidance is provided in large part by the introduction of a separate course in the use of the library. A far more common practice, however, is that of offering library instruction in connection with certain subjects, such as English or social studies. The past few decades have witnessed a gradual trend toward integrating library instruction with classroom activities. Psychologically the time to teach various library skills is when pupils need them. The writing of a theme on a certain topic, the collection of materials for a project, the location of recreational types of books, the collection of data for the solution of a problem—these are typical situations calling for guidance in the use of books and the library, and it is in relation to such specific learning situations that direction can be given most effectively.

Guidance in the use of the library necessitates first of all an analysis of the specific techniques which pupils will need to use in the particular course and in the several units of the course.



The librarian will generally assume responsibility for guiding pupils in such activities as using the card catalogue, finding books on shelves, and using bibliographies, magazines, reference books, and the like. The guidance functions of the classroom teacher will generally revolve around such activities as instructing pupils in the use of the index and table of contents of books, the use of the dictionary, note-taking, and evaluating materials. These are important skills for secondary-school pupils to acquire.

Mention should also be made of the responsibility of the teacher in directing pupils in the selection of books for leisure-time reading. It is in this connection that the spontaneous interests of the students can be capitalized. The teacher should keep in mind that there is a great disparity in the extensiveness and the character of the reading of different pupils. Some read widely, whereas others read meagerly and for the most part limit their reading to cheap sensational books and magazines. It is imperative that the teacher have a wide acquaintance with materials suitable to meet the interests and needs of the pupils. Although the problem of guiding pupils in the use of the library is fundamentally a teacher problem, satisfactory results will be attained only when there is close coöperation between teachers and librarians.

#### ASSISTING STUDENTS IN THEIR ADJUSTMENTS

Mention was made in an earlier chapter of the adjustment problem of adolescents in the social realm. Harriet Hardy, a Chicago teacher, in an attempt to be of direct aid to students and to teachers has worked out check-lists of social usage. The questions cover six major areas: introductions, good taste in dress and appearance, respect and appreciation for others, good form at the table, regard for property, and good form in talking with people. The questions appearing on the lists are based upon adjustment to these six areas in actual school situations. Each question may well be answered on a five point scale with

such possible answers as: always, usually, sometimes, seldom, and never.

### PUPIL CHECK-LISTS OF SOCIAL USAGE

#### PART 1. *How do you act at school parties and dances?*

*Answer:* always, usually, sometimes, seldom, or never

1. Do you greet the host or hostess, or committee in charge when you enter the room?
2. When leaving the party or dance do you say good-by to the teacher and pupils who served as chaperone or hostesses?
3. Do you leave your partner in the middle of the floor after dancing?
4. Do you try to help make the affair a success by entering into the activities cheerfully instead of being a wall-flower?
5. Do you introduce your partner to others?
6. Do you make sure that your clothes and person have no objectionable odors?
7. Is your attire appropriate for the occasion?
8. Do you say, "Thank You," to your partner for dancing with you?
9. Do you leave right after you have been served refreshments?
10. Do you comment to others about activities you don't like at the party?

#### PART 2. *How good are your table manners?*

*Answer:* always, usually, sometimes, seldom, or never

1. Are your hands clean when you go to the table?
2. Do you put all waste materials in the proper places?
3. Do you rest your elbows on the table?
4. Do you butter a whole slice of bread before eating it?
5. Do you talk when your mouth is full?
6. Do you play with the table decorations or silverware?
7. Do you call across the room to others at another table?
8. Are you careful of public property by trying not to mar it?
9. Do you know how to use the eating implements?
10. Do you maintain a pleasant conversation during meals?

PART 3. *How do you act in the assembly?*

*Answer:* always, usually, sometimes, seldom, or never

1. Do you applaud as loud and long as you can?
2. When the presiding officer steps before the audience do you give immediate attention?
3. During musical numbers do you give the same courteous attention that you should give to a speaker?
4. Do you laugh aloud at the mistakes of the entertainer?
5. Do you leave your place in order when leaving?
6. When making your exit do you leave quietly and orderly?
7. Do you chew gum or eat candy during entertainments?
8. Do you whisper or make comments to those around you during a performance?
9. Do you slouch down in your seat as if for a rest?
10. Do you grumble about the seat you are in?

PART 4. *How do you help to welcome visitors at school?*

*Answer:* always, usually, sometimes, seldom, or never

1. Do you wait for a sign of recognition before you interrupt a person who is busy?
2. If you bring your mother to school do you introduce her to your teacher before your work begins?
3. Do you encourage your parents to visit your school?
4. If your mother comes into the room, do you rise and introduce her to the group?
5. Do you take the school paper home to your parents?
6. Do you take opportunities to show your parents the school?
7. Do you volunteer to escort visitors around the school?
8. Do you open doors for adults?
9. Do you step aside to let visitors pass?
10. Do you try to answer questions in a polite manner?

PART 5. *How good are your manners in talking with and meeting people?*

*Answer:* always, usually, sometimes, seldom, or never

1. Do you listen attentively to the conversation going on?
2. Do you ridicule other people if you disapprove of what they do?

PUPIL CHECK-LISTS OF SOCIAL USAGE—*Continued*

3. Would you break a rule of etiquette rather than hurt another's feelings?
4. Do you contribute interesting remarks to a conversation?
5. Do you try to make most of the conversation yourself?
6. When introducing two people do you say something that they can use to start a conversation such as "Mary, this is Clara Brown, leading lady in the operetta"?
7. Do you stand up when older people are being introduced to you?
8. Do you make "wisecracks" and interrupt a group when you wish to?
9. Do you willingly take your turn when you are elected to some duty?
10. Do you shake hands readily if the other person holds out his hand?

PART 6. *How do you behave in public?*

*Answer:* always, usually, sometimes, seldom, or never

1. Do you chew gum in classes or in other public places?
2. Do you manicure your nails in public?
3. Do you try to attract attention to yourself when in public?
4. Do you cover your nose and mouth when you sneeze, cough, or yawn?
5. Do you try to walk to the right and avoid crowding?
6. Do you comb your hair or tidy up in public?
7. When you are in doubt as to what to wear, do you dress simply?
8. When you do not know which is the right thing to do, do you do the thing that is kindest?
9. Do you make fun of the personal peculiarities of others?
10. Do you get a seat for your teacher or parent even if it means that you must stand?

Another check-list was also devised to aid the teacher in the direct observation of pupils in these same school situations. Because of its value it, too, is reproduced here.

## TEACHER CHECK-LISTS OF DIRECTED OBSERVATION OF MANNERS

PART 1. *Parties and dances*

*Answer:* always, usually, sometimes, seldom, or never

1. Does the pupil present an appearance of neatness and cleanliness?
  - a. Are shoes shined?
  - b. Is hair combed?
  - c. Boy wears necktie?
  - d. Girl wears light-weight clothing?
2. Does the pupil congregate with a group in one part of the room?
3. Does the girl leave a boy to join other girls?
4. Does the boy lead his partner off the floor at the end of the dance?
5. Does the child welcome teachers or visitors at parties or dances?
  - a. Does he introduce himself?
  - b. Does he attempt conversation?
  - c. Does he shy away?
6. Does the child sit out of the activity going on and not attempt to enter in?
7. Does the committee member make teachers comfortable?
  - a. Thank them for coming?
  - b. Wish them a pleasant time?
  - c. See that they have seats?
  - d. Offer to be of any service?
8. Does the child show dissatisfaction of activities of the party by refusing to join in them?
9. Does the child try to rush out after being served refreshments?
10. Does the pupil standing out of an activity point to certain pupils in the activity and laugh at them?

PART 2. *Table manners*

*Answer:* always, usually, sometimes, seldom, or never

1. Does the child clean up before meals?
2. Does he push others in the cafeteria line?
3. Is he noisy in the cafeteria?



## TEACHER CHECK-LISTS OF DIRECTED OBSERVATION OF MANNERS

—*Continued*

- a. Does he talk loudly?
- b. Does he rattle dishes and trays?
- c. Does he laugh boisterously?
4. Does the child eat pleasantly?
  - a. Bolt down his food hurriedly?
  - b. Start to eat before seated?
  - c. Chat happily with others at table?
5. Does the child rough-house in cafeteria?
  - a. Move chairs or table where he wants them?
  - b. Throw napkins or food around?
  - c. Play with condiment containers?
6. Does he use toothpicks or put fingers in mouth?
7. Does he make fun of mistakes made at table?
  - a. Laugh at noisy eating?
  - b. Laugh over spilled food?
  - c. Call others attention to dropped eating utensils?
8. Does he keep elbows, wraps, and books on tables?
9. Does child complain about food?
  - a. Doesn't like what is offered?
  - b. Doesn't like the way food is cooked?
  - c. Doesn't like amount of serving?
10. Does the child leave a mess of crumbs and spilled food at his place at the table?

PART 3. *Assemblies*

*Answer:* always, usually, sometimes, seldom, or never

1. Is child attentive during assembly?
  - a. Doesn't read in books or write?
  - b. Doesn't talk during program?
2. Does child show appreciation by applauding courteously?
3. Does child's face reflect interest?
  - a. Look bored—yawn, sigh, move restlessly in seat?
  - b. Smile—happy?
  - c. Keep eyes on entertainer or speaker?
4. Does child keep quiet at mistakes of fellow-students in program?
5. Does child have to be called to order several times in beginning or have to be waited for to give attention?

6. Does he volunteer to be part of program?
7. Does he eat or chew during program?
8. Does he sing so as to make the general effect a delight?
9. Does he try to get attention himself?
  - a. Wave to some one on stage or in audience?
  - b. Pass notes?
  - c. Make noises to attract attention (whistle, call, hiss, snap fingers)?
10. Does the child put feet on seat in front of him?

#### PART 4. *School visitors*

*Answer:* always, usually, sometimes, seldom, or never

1. Does child ask to bring parent to school?
2. Does child ask teachers to visit his home?
3. Does child contradict statements parents and teachers make while talking?
4. Does child introduce parents to teachers when occasion arises?
5. Does child interrupt when teacher is talking to a visitor?
6. Does child offer chair or book to visitor in room?
7. Does pupil rise when an older person who is standing begins to talk to him?
8. Does child step aside to let visitors pass?
9. Does child escorting visitors through building open doors for them?
10. Does child volunteer to be host or escort to visitors?

#### PART 5. *Conversation*

*Answer:* always, usually, sometimes, seldom, or never

1. Does child talk while another child is presenting a paper?
2. Does child make derogatory remarks about the person talking?
3. Does child have to be urged to take part in discussion?
4. Is child fair and kind in his criticism of others?
5. Does child try to help others express thoughts by making interesting suggestions?
6. Does child try to monopolize the discussion?
7. Does child "wave hands" while another pupil is reciting?
8. Does pupil speak distinctly so that every one in room can hear?
9. Does child show a good sense of humor?
  - a. Laugh at own mistakes?

TEACHER CHECK-LISTS OF DIRECTED OBSERVATION OF MANNERS  
—*Continued*

- b.* Enjoy "horseplay"?
  - c.* Giggle at something not shared by group?
  - d.* Keep jokes appropriate and for proper time?
  - e.* Regain poise soon after laughter?
- 10. Does child thank teacher or pupils for their criticisms and suggestions?

PART 6. *In public*

*Answer:* always, usually, sometimes, seldom, or never

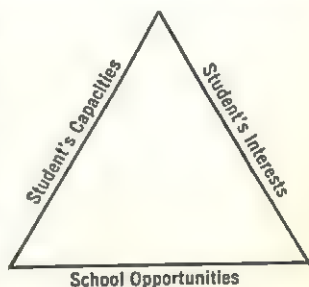
- 1. Does child chew gum or eat while walking in public places?
- 2. Is child noisy in public so as to attract attention?
- 3. Does child use handkerchief when necessary or sniffle?
- 4. Does child dress appropriately for field trips?
- 5. Does child make fun of peculiar things he sees?
  - a.* People
  - b.* Houses
  - c.* Advertisements
- 6. Does child join with others to occupy a certain space?
  - a.* Crowd the walk?
  - b.* Seat in car?
  - c.* In front of windows?
- 7. Does girl "make up" in public?
- 8. Does child point with finger to something he wishes to indicate?
- 9. Does boy offer his seat to girls?
- 10. Does child get a seat for the teacher?

Check-lists such as those given above frequently serve as a source of information to the pupil as to adequate social behavior. Further, these lists can be used as motivating devices for the introduction of topics in this area to the homeroom groups.

DISCOVERING MALADJUSTMENTS BETWEEN  
STUDENT AND SITUATIONS

We must always think of the adjustment of the "student-in-the-situation." We might illustrate this concept of the well-adjusted student by means of an equilateral triangle in which

the three sides represent a student's capacities, a student's interests, and his school opportunities. A maladjusted student would be represented in such a way that the three sides would be no longer equal in length. Perhaps the side designating school opportunity is not equal to those indicating the student's capacity and the student's interest. Or the student's capacity in an academic way may be limited, and his ability for non-academic work may be great, but the opportunities may not be in line with his abilities. Although we see many sorts of possible maladjustments between an individual and his present situation, there is usually greater opportunity for readjustment than is utilized.



How will the teacher or adviser be able to discover the lack of adjustment between student and situation? This type is likely to occur even under favorable conditions. Prevention, as mentioned earlier, is of the greatest importance. Next in importance is the ability on the part of some one close to the pupil and interested in him to discover maladjustments in their early stages, before they become too serious to be remedied.

### *Observing Pupils*

Daily observation of individual students is one of the very best means of discovering maladjustments in their beginning stage. A teacher or homeroom sponsor who is taking an active part in the guidance program and who is genuinely interested in a continuous study of his pupils will note slight deviations from normal, well-adjusted reactions on the part of his students or advisees. The records from the contributing school will help the adviser to watch those who have been regarded as possible cases of maladjustment until such a time as he has had an opportunity to study his own advisees intimately.

In general, maladjusted pupils exhibit one of two types of

behavior in a specific situation. When they are thwarted and unsuccessful in making an adjustment, they are likely either to attack directly and sometimes viciously or to withdraw without making a struggle. Those who attack are likely to exhibit overt behavior, which is often associated with the older ideas of misbehavior. Those who withdraw are in a more serious situation, for they are likely to become introvertive, shy, and excessively timid. Unfortunately many teachers do not associate these traits with maladjustment. What are some of the characteristics of maladjustment to which teachers should develop a sensitivity? A few such traits are: excessive shyness, docility, timidity, anti-social acts, queerness, eccentricity, lack of sense of humor, over-criticalness, overconscientiousness, extreme cruelty, overdependency, and unhappiness.

### *Using Informal Questionnaires*

A device that has been found helpful in making a general survey or cross-sectional view of possible maladjustments within a classroom is that of an informal, unsigned questionnaire. Dr. Howard Y. McClusky of the University of Michigan has used this method with marked success. The responses to questions on such a blank show rather vividly the areas in which work is needed. The number and kind of such informal questionnaires can be varied indefinitely by an ingenious teacher or adviser to include all possible areas of maladjustment. Two samples are given to show the possibilities of this type of device.

*Grade:*

*Age:*

*Sex:*

### WHAT ARE YOUR DIFFICULTIES?

If you are one of those persons who never has any serious personal troubles, you may be very fortunate. Most people worry about some things part of the time and often face difficulties which they do not even care to tell their closest friends. We are asking you, along with students in other cities, to list your problems. From thousands of such answers it may be possible to find out what kinds of things most often bother high-school students.



Don't be afraid to write fully and freely whatever you wish for you are not asked to sign your name to this paper. The following items may help you to think over the things that bother you.

1. What do you worry about, or always keep thinking about?
2. What troubles do you have at home or at school?
3. What are you afraid to discuss with your parents or friends?
4. When do you feel out of place, not knowing what to do, or how to act?
5. What makes you unhappy in your everyday life?
6. What keeps you from being the person you would like to be?
7. Why can't you do the things you would like to do?

*Things which trouble and worry me are:*

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If you take this seriously and answer the questions frankly this exercise MAY be very valuable. It is not necessary to sign your name. Your answers will be treated with respect. Thousands of young people in other towns and cities in the state have taken this exercise. Your answers will help greatly.

*Age:*

*Grade:*

*Sex:*

### WHEN I NEED SOME ONE TO TALK TO

If you never have any serious personal trouble you are very fortunate. However, most young people want advice on some things they have to decide, or on some they have been worrying about and find it helpful to talk to some one.

When you need some one to talk to about your personal affairs, troubles, worries, or difficulties, whom do you go to? Sometimes you may go to one person, and at other times you may go to another person. If you go to one or more than one person, write down who it is.

- A. When something bothers me I talk to:
- B. Go back and underline the person you talk to the most.
- C. What are the things you usually talk about?
- D. How often do you feel the need to talk to some one?  
(Underline the right answer) (1) very often; (2) sometimes; (3) once or twice in a long while; (4) never.
- E. If you talk with some one how much are you usually helped?  
(1) very much; (2) quite a bit; (3) a little; (4) not at all.
- F. If you want to talk with some one, how easy is it to find some one who will listen sympathetically to you? (1) very

easy; (2) fairly easy; (3) pretty hard; (4) can't find any one.

- G. You may have some difficulty now on which you want some help or advice. If you feel that some one might help, you may write your name at the bottom of the page. Do as you please about it. Your confidence will be respected.

Other types of questionnaires might be built around such central themes as "My Daydreams," "My Friends," "Things About School Which I Like and Dislike." The responses to the latter blank may reveal to the teacher many views of which he might not otherwise be cognizant.

A question box in which pupils place unsigned questions can be used to advantage in the homeroom. All the devices mentioned have the same general purpose of discovering maladjustment of individuals or types of maladjustment common to many members of the group.

#### MAKING READJUSTMENTS

The purpose of individual and group study is to measure the extent of pupil adjustment to the situation. If maladjustments are found, they should be given special attention. When a pupil is maladjusted, there are three types of things which an adviser can do. He can change the situation, help the student to change, and try to adjust the individual to the situation. Although these three overlap somewhat, they represent different phases of the process of aiding an individual. Frequently all three procedures need to be employed.

Having taken inventory of all aspects of the situation, the teacher or adviser is in a position to see possible changes in the situation which will achieve either individual or group adjustment. The authors believe that there is a need for greater resourcefulness in changing undesirable situations. How easy it is to say that some readjustment is administratively impossible merely because we want to continue to do as we have been doing. Frequently a very minor change will eliminate a malad-

justment, which, if allowed to continue, might later cause great personal or social loss.

A question which we must often decide is whether the individual or the situation should be changed. If a particular situation causes many pupils to be maladjusted, the situation probably needs to be changed. On the other hand, individuals frequently have to make adaptations to situations. The public secondary school is a social institution and must be managed for the greatest good of the greatest number. But if we are to accept an assumption laid down in an earlier chapter, we know that individuals are educable and can change. Here, too, a slight change in an individual's behavior may make a great difference in the adjustment of the "individual in the situation." One of the jobs of the school and a special responsibility of the homeroom sponsor is to promote desirable change and growth on the part of the individual through the manipulation of situations.

There are times when it appears that no change can be made in either the situation or the individual. The school and its representatives still have the responsibility of helping the individual to adjust as best he can to the situation as it is. The difference between the change suggested above in the individual and the individual's adjustment indicated here is principally one of degree of objectivity or subjectivity. When objective change seems impossible, a student can be helped to adjust to a situation with a diminishing amount of maladjustment. This subjective adjustment will come to the student through an understanding both of himself and of the situation. Feelings and attitudes are real even if they are very subjective. Much more can be done in the realm of dealing with feelings, emotions, and attitudes than is usually attempted in most secondary schools at the present time. Thus the problem of helping students to be well adjusted and the problem of eliminating maladjustment rest largely with the school cooperating with home and community agencies. The total situation should be conducive to

growth on the part of the pupils; it ought to be one in which they can experience success and satisfaction. This type of situation should be achieved as frequently as possible. Under existing circumstances when maladjustment still prevails, change and adjustment on the part of the student may be stimulated by helping him to gain insight into his rôle as the "student-in-the-situation."

There are two principle types of methods of helping pupils to gain such insight into their problems of school and life adjustment. One class might be called group methods and the other individual methods. The teacher or adviser should acquire proficiency in using both of these types of methods, for each complements the other. Many problems can be approached successfully through the group attack, but provision will often need to be made for individual conferences with some students. Let us consider the group approach first.

### *Utilizing Group Methods*

Since many problems are common to all members of a particular homeroom group in a secondary school, it appears logical to handle them through a method that reaches the entire group at one time. Not only is time saved if common problems are handled in this manner, but such treatment permits a more objective approach. The church long ago recognized the complementary aspects of preaching or dealing with groups and individual pastoral calls or conferences. It is, of course, most important that the topics for group consideration touch real problems of the majority of the group. Group-guidance topics can well be suggested by pupils, parents, and teachers. After a group is organized and unified, a committee from the group can be of aid in formulating problems which they wish considered for group discussion. The question-box technique, already suggested, is another way of having students indicate their need. The teacher should gain many insights into common needs through her activities as a teacher. Further, as a

result of a program of individual counseling, the homeroom teacher will discover many problems and needs. An effective counseling program depends on the use of some individual, probably the homeroom adviser, as the leader in the use of group methods and the one who counsels with pupils individually. Any other set-up is far less effective.

What are some of the topics in the area of adjustment which are found to be common to the needs and interests of secondary-school students? Topics dealing with problems of self-discovery are always of interest to the students. Problems concerning personality development, getting along with one's fellows, budgeting one's time, mental and emotional processes capture the attention of secondary-school students. One can almost say that any problem in the entire area of adjustment will be of interest to them if properly presented. An extended and suggestive list of topics for group discussion has already been presented in Chapter VI.

Some group methods that are being used successfully in the area of adjustment as well as in the planning aspect of group guidance are: the case-conference method, the informal discussion period led by a pupil, the committee report, and the discussion period led by the teacher. The case-conference method is essentially a conference or directed discussion guided either by the teacher or by a student trained for the task. The discussion is built around a specific case involving a problem or situation which is common to the experience of the pupils but in which no one from their group or school has any personal stake. For this reason the cases are usually fictitious, but often relate to experiences that might very well involve any or all of the members of the group. References listed at the end of the chapter suggest both the method and suitable types of cases for group discussions. During these periods there is need for active, democratic participation on the part of all members of the group. These periods should not be used for teaching. The purposes and the objectives of the discussion should be understood



by all. At times there is need for some one to supply a background for the problem under consideration. All pupils must be genuinely interested, and each one should feel that his contribution is welcome. Unless something happens as a result of group discussion and creative thinking, the interest in this type of endeavor is likely to disappear. One of the best group methods is that which involves most of the members of the group. Frequently, four or five topics or problems requiring considerable student study and research can be initiated at about the same time. Thus all of the members of the group can be on some committee which is actively searching for the solution to a problem which is important to them as individuals or as members of the group. The solutions to these problems can be reported to the entire group at successive meetings. This method provides both first-hand and vicarious experience.

### *Counseling Individuals*

Much of the genuine effectiveness of group methods of helping pupils to be well adjusted will be lost unless such methods are supplemented and followed up by individual conferences between pupils and the group leader. Often questions which individual students are unwilling to discuss in the group will be gladly introduced during a personal conference. Again, a good group leader during a discussion may be able to sense individual problems of which even the pupils themselves are unaware. It is the belief of the authors that group methods prepare the ground and pave the way for individual counseling which is the most effective means that advisers have in dealing with individual students in the area of adjustment.

What is individual counseling? It is not a face-to-face lecture or the fastening of some preconceived pattern upon the counselee. It is rather an attempt on the part of an adviser to help an advisee think through a situation or solve a difficult problem that confronts him. Counseling might be called an experiment in coöperative thinking, where two persons attempt

to arrive at a solution to a problem. Counseling is essentially a creative process to which both counselee and counselor contribute. The counselee is stimulated to recognize the problem facing him. He is assisted in developing various solutions and in analyzing their attendant consequences. He is encouraged to face the realities of the situation in an objective, yet courageous, fashion. Here, as in other aspects of guidance, we have levels, or stages going from that of the curative through the preventive to that highest level of counseling which is concerned with helping the counselee to achieve a rich, abundant life.

Some of the persons who need the assistance of an individual interview with a trained sympathetic adviser will not come voluntarily. The homeroom sponsor must use his ingenuity to get such persons to come to him willingly and to desire his counsel. If the sponsor expresses his interest in pupils, keeps student confidences, and is known to be a helpful friend, students will seek him for help. Students, like adults, cannot be helped unless they wish it. It is often possible, however, to alter their attitude so that they will want help when they need it. The most effective aid a student can be given is to help him to help himself. Helping a person through individual counseling is much like solving other problems, and the so-called problem-solving technique is equally applicable.

Counseling can take place anywhere and at any time. Some of the most effective counseling of a homeroom sponsor will be that which grows out of an informal meeting of student and sponsor, on the way to or from school, on the playground, or perhaps after a homeroom meeting. It is the essential spirit of counseling and not the physical set-up that is important. An adviser cannot be of great help to an advisee in a problem of personal adjustment unless he knows a great deal about the advisee. It is assumed that the wealth of information which has been and is being accumulated about the students in their individual manila folders has been studied by the adviser or will have been investigated by him before this joint experiment in

counseling is undertaken. Advising without the facts which have been accumulated would be little better than pseudo-guidance. All the resources of the counselor, all the information pertaining to this student, all of the counselor's knowledge of the situation, must be brought to bear on the particular problem with which he and counselee are grappling. The counselee should leave the interview with a sense of satisfaction.

The authors suggest that the following criteria be used in evaluating the program of individual counseling.

1. Does the interview arise out of the needs of the student?
2. Is there a genuine desire on the part of the teacher to find a solution to the problem? On the part of the student?
3. Do the participating parties have confidence and an interest in each other?
4. Is the discussion on the level of understanding of the student?
5. Are the suggestions realistic? Can they be achieved?
6. Are alternate possibilities discussed from which a decision can be made on part of student?
7. Are all areas of the problem recognized or are important factors neglected?
8. Is the process of helping the individual a continuous affair—a long-time relationship? Is a follow-up made?
9. Are resources for aid made more clearly available?
10. Does the student become increasingly self-directive, or does he become more dependent upon the counselor?
11. Is this relationship a mutual exchange of ideas or is it a pouring-in process?
12. Does the student feel at ease? Is the association informal? Friendly?
13. Is the interview used for disciplinary purposes? Restrictive?
14. Is the counselor capable? Does he know the student? Situation?
15. Is the conference held in the proper setting?
16. Does the counselor guard against dangerous suggestions?
17. Is the process efficient in terms of time? Effort?
18. Does the student and the counselor feel satisfied? Has it been an inter-creative process? Has progress been made?
19. Does the preliminary meeting interest the student in securing further help?

20. Does the counselor stop when the problem has been solved? Is the counselor overattentive? Oversolicitous?
21. Are the attitudes and feelings of the student taken as a matter of fact or as being true even though students appear to be in the wrong? Does counselor recognize sincerity of student?
22. Does the procedure vary with the situation? Does the pattern vary with the individual?
23. Is the counselor a good listener?
24. Does the counselor respect the confidence of the student?
25. Are other individuals and other sources of aid utilized?

Additional suggestions will be presented in a later section as to the definite steps in the more formal scheduled interview.

It is important that we recognize the value of home and parent visitation as a means of helping pupils to become well adjusted. It is the opinion of the authors that the advantages of friendly home visits by homeroom sponsors far outweigh the disadvantages. The greatest good here, as in other techniques, comes in the prevention of unsatisfactory adjustment and in the achievement of good adjustment, rather than in the overcoming of maladjustments. If parents can be contacted during the pre-admission period, as suggested in an earlier chapter, much can be done to prevent pupil maladjustment and to achieve happy pupil adjustment.

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## Chapter X

### AIDING STUDENTS TO PLAN INTELLIGENTLY

One aspect of the guidance program in which there are great possibilities, and one in which classroom and homeroom teachers can make a fine contribution, is that of helping students to learn about themselves and their opportunities. This is necessary in order that pupils may plan intelligently for their futures. Teacher help in such planning should not be of a hit-or-miss type but should be a regular part of an organized program of guidance. Both group guidance and individual counseling should contribute to helping in his planning.

There are five principal threads running through group-guidance programs in a secondary school. These are: (1) orientation, (2) social adjustment, (3) a study of educational opportunities, (4) a consideration of vocational opportunities, and finally (5) informing the pupil about himself and helping him to discover his own interests and capacities. The first one, that of orientation, was given considerable attention in Chapter V. The second one was treated in the preceding chapter. The processes of orientation and social adjustments are continuous and cannot be adequately cared for through study and discussion at any one age level.

The philosophy and technique of orientation and social adjustment have been presented in earlier chapters. We turn now to a consideration of the other phases of a complete guidance program. These phases are: helping other pupils to learn of their educational opportunities, helping them to learn of their vocational opportunities, and helping pupils to learn about themselves. Here, too, the processes must be continuous and cannot be completed in any one year. However, these processes should receive greatest emphasis at the time of the most im-

mediate need of the pupils and at the time when these problems are of greatest interest to them.

#### LEARNING ABOUT EDUCATIONAL OPPORTUNITIES

In order that a classroom or homeroom teacher may assist pupils in learning of their educational opportunities, he should have secured or should be in the process of securing much educational information for the pupils. Educational opportunities vary considerably from school to school depending on the size, location, and philosophy of the school. Several suggestions for securing educational information will be made. It is assumed that the teacher has either taken part in an inventory of his own school as has been suggested earlier or has received information from such an investigation. The adviser should know of both the curricular and the extracurricular opportunities in his school. He must, however, go beyond this. If he is a teacher in a junior high school, he should have information as to the opportunities in neighboring senior high schools. He should read the handbook of each high school, visit with teachers there, talk with his former students who have gone on to the high school, and become generally informed about its functions and its educational opportunities. Further, he should know something of many colleges, their requirements, costs, and types of training offered. He should be able to suggest many reliable and effective sources of information. A ninth-grade student is asked to make educational choices which have important significance for college admission. Surely his adviser should know something of the implications of the decisions which the student is called upon to make.

Although the junior high-school teacher needs to know something about colleges and their requirements, this responsibility rests even more heavily on homeroom teachers and advisers in the senior or four-year high school. The methods already suggested of acquiring such information can be used by all teachers. In addition, a teacher can supplement his personal experi-

ence by visiting other kinds of advanced schools, by talking to those whose training has been quite different from his own, by making a careful survey of all educational opportunities for high-school graduates within a wide area, perhaps his own state, or at least by becoming acquainted with those schools to which graduates of his school normally go.

Here, as in other aspects of the guidance program, there will usually be some one homeroom teacher who has more information about advanced educational opportunities than any other teacher. This person can very well be appointed chairman of a committee of homeroom teachers on further educational opportunities. It will be the function of this homeroom teacher to assist other teachers to increase their information. He can assume leadership in collecting and making available pertinent information about higher institutions. This person should not attempt to relieve the others of primary responsibility to pupils in this area, but rather should help them meet their obligations more effectively.

### *Sources of Educational Information*

What are good sources of information as to educational opportunities on advanced levels? One of the easiest ways to begin is to collect college catalogues. Obtain bulletins from those colleges and types of institutions in which students have expressed an interest. For example, if a boy says that he plans to be a doctor, it might not be amiss to have available for him or tell him how to get recent catalogues of the two or three nearest class A medical schools. With the help of these catalogues, the boy is able to plan his own secondary-school course and to make intelligent choices from subject offerings. The sponsor's responsibility then becomes that of checking the proposed subjects against the required subjects to be sure that the student has read and interpreted correctly the requirements as stated in the catalogue. Further, the adviser should make suggestions regarding electives and extracurricular activities in order that

these may supplement the required courses and insure the development of a well-rounded personality. Again, if a boy expresses a preference to be an auto mechanic, his teacher should in much the same way help him to discover the opportunities for training in this field.

An excellent plan for gathering information is to have the students of homeroom and class groups collect, organize, and pool the needed information. Probably it would be most appropriate for the senior homeroom group to collect information on colleges. However, some of this information should be given pupils in the ninth and tenth grades where they begin to make educational choices that will have a bearing on their future educational opportunities. A very good guidance principle to bear in mind is that information which would be helpful to an individual in making a choice should be available to him in advance of his actual need.

Few high schools take advantage of the effective uses which can be made of college annuals and newspapers. Many colleges are willing to supply an annual and a subscription to the school paper to those high schools which frequently send them students. Not only is this material of great interest to students, but handled in a homeroom, it can have fine educational uses as well. More and more colleges are publishing handbooks which can be similarly used.

Every high-school library should have a good standard reference work relative to colleges and universities. The authors recommend the latest edition of *American Colleges and Universities* published under the direction of the American Council on Education. This encyclopedia of information enables a teacher to make fairly valid comparisons of schools as to physical equipment, endowment, strength of various departments, agencies by which the school is approved, enrolment, and size of staff. This information will mean little to a pupil, however, unless the homeroom teacher shows the need for taking such factors into account when choosing a school.

The information which is most difficult to collect is that about profit-making schools conducted under private auspices. There are many such schools which prepare for trades, such as automobile repair work, barbering, beauty culture, photography, clerical occupations, and the like. There are two or three general checks which one can frequently make even on such schools. If the occupation for which the school gives training requires a state certificate, the state authority issuing such a license will indicate whether or not a given school is accredited for this purpose. The Chamber of Commerce or Better Business Bureau in a city will often be willing to furnish information regarding the business dealings and general reputation of a private trade school. Another very good check is through the graduates of the school in question. Employers of skilled workers in the field for which the school gives training will usually express themselves regarding the quality of training the trade school offers. All too often a high-school graduate enrolls and pays his tuition in a school he would not have attended had any one assisted him in learning more about its educational value.

#### SECURING INFORMATION ABOUT VOCATIONAL OPPORTUNITIES

The task of collecting information about educational opportunities is a less difficult one for homeroom teachers than the task of learning about vocational opportunities. In the past adequate attention has not been given to that aspect of guidance which is concerned with helping pupils to learn of their educational and vocational opportunities. Only as the homeroom teacher becomes a generalist in the entire field of guidance, knowing something about every area of the pupil's life and need, will guidance be rendered effective in most secondary schools. As homeroom teachers become more proficient and interested in helping pupils learn about their opportunities, they also become more effective in their other teaching responsibilities.



Another question is concerned with the study of vocations. Should this be a function of the homeroom teacher? There are some people who believe that a one-semester course in the ninth grade should be the means of helping pupils in the study of vocations. The authors believe occupational information should be provided through class instruction and that normally this teaching should be a part of the total program of the teaching of social studies. However, surveys show that less than 40 per cent of the high schools do make provision for the teaching of this information through regular classes. Even though there is a one-semester course in vocations taught in the high school, homeroom teachers still have some responsibility for informing pupils as to their vocational opportunities. The making of a vocational decision and the formulating of vocational plans are not events that transpire in any day, month, or semester, but are rather a part of the entire educative process. Every homeroom teacher needs to know something about vocations and vocational opportunities, just as every homeroom teacher should know something about the areas of health, of social relationships, and of mental hygiene in order that he may assist all students in their complete growth and development.

### *Sources of Vocational Information*

Here, as in the case of acquiring information about educational opportunities, it is best to begin at home with a survey of the local vocational opportunities. One of the most efficacious ways of doing this is to have a homeroom group make a survey under the sponsor's direction. If the city is rather large with many occupations represented, a number of homerooms may coöperate in doing this. The details of the planning may be arranged by a committee made up of members from the several homerooms.

If one were to attempt to collect at first hand all of the vocational information needed and desired by high-school students, he would find it more than he could possibly do. It

is both wise and economical to benefit from reliable information collected by other persons and agencies. Three very fine sources of such material, all of which should be in a school library are:

1. W. E. Parker, *Books About Jobs* (Chicago, American Library Association, 1936).
2. *Occupational Index*, an index to current literature, published monthly by Occupational Index, Inc., New York University, Washington Square East, New York.
3. Wilma Bennett, *Occupational and Vocational Guidance, A Source List of Pamphlet Material* (New York, H. W. Wilson Co., Revised edition, 1936).

If a school, through a committee of homeroom teachers and the librarian, would attempt to collect much of the material referred to in Miss Bennett's source list it would soon have a valuable collection of occupational information at small cost. Many of the helpful bulletins published by governmental agencies are listed. The magazines *Occupations*, published by the National Occupational Conference referred to above, and *Jobs and Careers*, *The Vocational Guidance Digest*, published at 520 North Michigan Avenue, Chicago, are also helpful in the collecting of occupational information. The Institute of Research, 537 South Dearborn Street, Chicago, has published a comprehensive series of research monographs, covering eighty-seven major professions and vocations open to young men and women. *Vocational Trends*, a new magazine of vocational information for youth, is published at 600 South Michigan Avenue, Chicago.

#### HELPING PUPILS ACQUIRE EDUCATIONAL AND VOCATIONAL INFORMATION

Sources of educational and vocational information have been indicated, and many suggestions have been made as to how homeroom sponsors may aid students in acquiring this information. It may be helpful to discuss certain aspects of this problem in greater detail. One such phase immediately confronting the

school is the question of time allotment and grade placement of the educational and occupational material in the total homeroom program. This schedule will necessarily vary from school to school, depending upon many local conditions. The following is a plan for handling the five aspects of group guidance work referred to in the opening paragraph of this chapter:

*Ninth grade:*

- 1st semester—Orientation program, with emphasis upon the study of educational and recreational opportunities within the local school
- 2nd semester—Overview of occupations in the local community; a preliminary survey of higher institutions; rather definite plans for the remaining three years of high school

*Tenth grade:*

- Both semesters—Emphasis upon social adjustment and a continuation of the work of the ninth grade

*Eleventh grade:*

- 1st semester—Emphasis upon self-analysis—helping students to think seriously about their abilities and interests
- 2nd semester—A careful study of the several occupations in which each student is most interested (Each one will be encouraged to make a career scrap-book or note-book.)

*Twelfth grade:*

- 1st semester—A detailed plan for further educational progress—growing out of a study of educational opportunities and directed toward tentative occupational choices
- 2nd semester—Helping seniors prepare for the next step whether this be further schooling or immediate placement at work.

It is assumed in this plan that at least a full period a week for the four-year period is devoted to group guidance work in the homeroom.

The outlining of a program is only a first step. In attempting to construct an educational program in any area, it is of first importance to discover what students already know. The pupils in some schools will be much better informed about educational and vocational opportunities than will pupils in other schools. One way of discovering the extent of the student's knowledge is by the use of tests and questionnaires. Instruments of this kind are illustrated by the recent Kefauver-Hand Guidance Series. Teachers can devise their own tests and blanks adapted to their local situations.

Throughout this volume the recreational opportunities have been considered a part of the complete pattern of educational opportunities. For this reason an informal test to discover the student's knowledge of and attitude toward recreational facilities is reproduced here by permission of its author, Dr. Howard Y. McClusky, of the University of Michigan. This blank may suggest points to be included in teacher devised instruments.

#### WHAT DO YOU DO WHEN YOU HAVE FREE TIME?

*Age:*

*Grade:*

*Sex:*

1. In what organizations outside of school do you spend considerable time, such as the Sunday School, Hi-Y, Camp Fire Girls, Boy Scouts, Girl Scouts, Girl Reserves, Christian Endeavor, Epworth League, 4H Clubs, etc.? Write in the name of any organization not mentioned here. If you do not belong to any organization, make a note of that fact.

2. Do you have a chance to make as many friends as you would like to make?

3. Do you have a hobby? What is it?

4. Would you like to learn a hobby of some kind? What would you like to learn?

5. If you could have things your own way, what would you have the church, or school or the town (or district, if you live in the country) do to give its young people more profitable and wholesome recreation? Be frank. If you think things are all right now as they are, say so, but if you think things could be improved, say so. Write

what you think on the blank space below. Use the other side of this page if you need to.

Once the homeroom teacher has these blanks filled out and returned, he has definite information as to further needs of pupils in the area tested. These blanks stimulate pupil interest and create a favorable setting for the guidance projects to follow.

A workbook entitled *My Educational Guidebook* by Rodgers and Belman, published by the Bruce Publishing Company of Milwaukee, Wisconsin, is a device useful in helping students to appreciate the many factors that enter into the selection of a college. This booklet indicates that every student should consider the possibility of more than one school and gives him criteria to assist in making his ultimate selection. It is up to the individual student to collect the data pertinent to the schools being compared. He will find the college catalogues and the reference books to which attention has already been directed very helpful at this point. All the material dealing with higher institutions—catalogues, year-books, pamphlets, and handbooks—should be placed on a special shelf in the library.

A bulletin entitled *After High School—What?* published by the Lake Forest, Illinois, High School and prepared under the direction of the school librarian Janet Dancey, and H. D. Richardson, Director of research, lists materials on educational and vocational planning available at the school library. Some sample pages will be given in order to show the possibility of such a booklet.

#### BOOKS THAT DESCRIBE A NUMBER OF OCCUPATIONS

*General Books on Occupations.* Acquaintance with one or more of the books in this list will give you a good deal of information about the main groups of occupations open to men and women.

- BENNETT, G. V., and OLDER, F. E., *Occupational Orientation*. c1931.  
BERNAYS, E. L., *An Outline of Careers*. c1927.  
BIJUR, George, *Choosing a Career*, c1934.



- BREWER, J. M., *Occupations*. c1936.  
 CHAPMAN, Paul W., *Occupational Guidance*. c1937.  
 COTTLER, Joseph, *Careers Ahead*. c1933.  
 CRAWFORD, A. B., and CLEMENT, S. H., *The Choice of an Occupation*. c1932.  
 KITSON, H. D., *How to Find the Right Vocation*. c1929.  
 MYERS, G. E., *Planning Your Future*. c1934.  
 PROSSER, C. A., and PALMER, R. H., *Selecting an Occupation*. c1936.  
 REILLY, W. H., *How to Find and Follow Your Career*. c1936.  
 WILLIAMSON, E. G., *Students and Occupations*. c1937.

*Books on Occupations Especially for Women.*—While some women are found in a large number of occupations, certain occupations afford more opportunity for women than others. You will find described in the books in this list occupations especially attractive to women.

- FILENE, Catherine, *Careers for Women*. c1934.  
 FERRIS, Helen and MOORE, Virginia, *Girls Who Did*. c1921.  
 OGLESBY, Catherine, *Business Opportunities for Women*. c1937.  
 PIERCE, Adah, *Vocations for Women*. c1933.

#### BOOKS ON REPRESENTATIVE OCCUPATIONS

After you have become acquainted with the broad fields of work and the types of occupations in each, you will be interested in learning more about representative occupations in one or another of the broad fields. The references in the following list will give you detailed information about specific occupations. Included in this list are books of fiction and biography as well as regular texts and reference books. Stories and biography will furnish a rich background of information and ideas which will aid in a better understanding of the spirit and demands of various types of work and workers.

#### AGRICULTURE, FORESTRY, AND FISHING

- BENNETT, G. V., and OLDER, F. E., *Occupational Orientation*. c1931. pp. 13-51.  
 BERNAYS, E. L., *Outline of Careers*. c1927. pp. 35-45.  
 BREWER, J. M., *Occupations*. c1936. pp. 234-262.  
 COTTLER, Joseph, *Careers Ahead*. c1933. pp. 285-284, pp. 295-304.  
 CRAWFORD, A. B., and CLEMENT, S. H., *Choice of an Occupation*. c1932. pp. 58-64.  
 FILENE, Catherine, *Careers for Women*. c1934. pp. 1-15.

*Other Books*

- CALDWELL, O. W., and CURTIS, F. D., *Science for Today*. c1936. pp. 657-676.  
 FERBER, Edna, *So Big*. c1924.  
 GARLAND, Hamlin, *Trail Makers of the Middle Border*. c1926.  
 LOVELACE, Maude and Delos, *Gentlemen from England*. c1937.

## MINING, MANUFACTURING AND MECHANICAL PURSUITS

- BENNETT, G. V., and OLDER, F. E., *Occupational Orientation*. c1931.  
 Chemical-mineral pursuits, pp. 265-291.  
 BERNAYS, E. L., *Outline of Careers*. c1927.  
 Automobiles, pp. 65-73.  
 Textiles, pp. 395-397.  
 BREWER, J. M., *Occupations*. c1936. pp. 263-285.  
 CRAWFORD, A. B., and CLEMENT, S. H., *Choice of an Occupation*.  
 c1932. pp. 281-403.  
 FILENE, Catherine, *Careers for Women*. c1934.  
 Industrial work, pp. 349-359.

*Mechanic Trades*

- BENNETT, G. V., and OLDER, F. E., *Occupational Orientation*. c1931.  
 Mechanic-metal pursuits, pp. 176-198.  
 Electrical pursuits, pp. 199-217.  
 BREWER, J. M., *Occupations*. c1936. pp. 286-300.  
 COTTLER, Joseph, *Careers Ahead*. c1933. pp. 43-60.

*Building Trades*

- BENNETT, G. V., and OLDER, F. E., *Occupational Orientation*. c1931.  
 pp. 139-175.  
 BIJUR, George, *Choosing a Career*. c1934. pp. 31-46.  
 BREWER, J. M., *Occupation*. c1936. pp. 301-321.  
 COTTLER, Joseph, *Careers Ahead*. c1933. pp. 17-30.

## OTHER SOURCES OF OCCUPATIONAL INFORMATION

*Read Newspapers and Magazines.*

Newspapers and magazines carry feature articles on occupations. Such articles often furnish valuable information about occupations that are new and developing so rapidly that up-to-date information about them is difficult to obtain. Vocations about which little has been written are sometimes described in newspapers and magazine articles. Frequently, odd and unusual ways of earning a livelihood are reported. Trade, technical, and professional journals provide valuable current occupational information.

*Listen to Radio Programs.*

A number of radio programs provide occupational information and guidance. Some programs offer outstanding speakers who discuss a vocation or occupation in which they are successful. Other programs dramatize vocational interviewing. Many programs provide information on business and industrial conditions, employment trends, and vocational opportunities. *Are you listening?*

*Interview Successful Workers.*

Successful men and women are often able and willing to give you occupational information based on their own experiences. Why not give these successful persons an opportunity to share their experiences with you?

*Observe Workers at Work.*

Time can be profitably spent in observing men and women at work to see what they do and how they do it. Not all occupations can be observed at first hand, but frequently it is possible to make careful observations of workers on the job. Try to see with your own eyes how workers earn a livelihood.

*Try Out Types of Work.*

Try-out experiences in school activities, classroom and laboratory, part-time employment, summer jobs and other work opportunities provide actual, first-hand occupational information as well as test of abilities and interests. Come to regard each of these experiences as means of gaining information for better understanding yourself and the type of work that you may some time want to do.

#### PLANNING FOR FURTHER EDUCATION AND TRAINING

Many occupations, particularly the skilled and technical trades, the semi-professional and professional occupations, call for programs of training beyond high school. In planning your training program, you will need information on the types of schools and colleges, requirements for admission, courses offered, costs, and scholarship aids. Information on these and other problems may be found in this list.

## COLLEGES

*Choosing a College*

BENNETT, M. E., *College and Life*. c1933.

MARSH, C. S., *American Universities and Colleges*. c1936.

MCCONN, MAX, *Planning for College*. c1937.

O'SHEA, AUDREY, Directory of colleges, universities and professional schools offering training in professions other than those concerned with health and the arts. c1936.

United States Office of Education, *Private Proprietary and Endowed Schools Giving Trade and Industrial Courses*. c1935.

*Scholarships*

United States Office of Education, *Scholarships and Fellowships*. c1936.

*Cost*

United States Office of Education, *The Cost of Going to College*.

## GETTING A JOB AND KEEPING IT

Selecting a vocation and preparing for it are two important phases of vocational planning. Equally important are plans for entering upon an occupation and making progress in it. If you want to learn more about how to find a job and how to keep it, you will find the books in this list helpful.

BABSON, R. W., *Finding a Job*. c1934.

BREWER, J. M., *Occupations*. c1936. pp. 470-490.

GARDNER, Glenn L., *How You Can Get a Job*. c1938.

GRAHAM, W. C., *How to Get a Job During a Depression*. c1932.

KITSON, H. D., *How to Find the Right Vocation*. c1929.

———, *I Find My Vocation*. c1931.

MYERS, G. E., *Planning Your Future*. c1934.

OGLESBY, Catharine, *Business Opportunities for Women*. pp. 31-60.

PROSSER, C. A., and ANDERSON, Walter A., *Getting a Job*. c1936.

REILLY, W. J., *How to Find and Follow Your Career*. c1936.

RYDER, Violet, and DOUST, H. B., *Make Your Own Job*. c1933.

As a general rule the more varied the methods employed in the homeroom for helping pupils acquire needed information, the greater will be the interest displayed by the pupils. If there is any place where the so-called textbook method is highly inappropriate, it is in the presentation of such information in the homeroom. The use of a bulletin board under the direction of a student committee can do much to add zest to this undertak-

ing. Planned trips to near-by schools and industries, speakers invited to the homeroom, reports of student committees, and student research are all appropriate. Here is an excellent opportunity to attempt to implement and put into practice the newer philosophy of education.

#### HELPING PUPILS PLAN

The chronological approach has been used in this book because it is believed that this approach most closely approximates the usual development of a guidance program. As one considers any single step in the pupil's progress, from his preparation for entrance in a school to the follow-up program after his departure from school, it is interesting to note that the guidance program employs both group and individual techniques. The preparation of the pupil for entrance depends upon both group and individual contacts. The program of orientation also employs group and individual guidance techniques. In studying pupils, one utilizes group techniques in collecting information through such devices as tests, questionnaires, autobiographical sketches, and a survey of study habits. Individual techniques are called for, too, in the physical examinations, individual observations, anecdotal records, and analyses of pupil records. Finally, both individual and group methods are essential in helping students to be well adjusted.

All of these activities contribute to the student's ability to plan. As a member of a group, the student has learned much about possible educational and vocational opportunities; this information is an essential element in all planning. Other aspects or elements of importance in the guidance program are: giving students information about themselves, and assisting them in thinking through the relationship of their abilities and interests to the opportunities available. Adjustment and planning are as interwoven and interdependent as are individual and group techniques. In this section, however, the chief emphasis will be upon the individual conference as an aid to the student in mak-



ing his plans for the future. Through the individual interview the student will be assisted to complete the job of seeing himself. Then he will be stimulated to plan his future as to the completion of his general education and as to the preparation for a vocation.

### *A Yearly Inventory for Every Pupil*

It is proposed that every pupil have the advantage of the uninterrupted, sympathetic, and intelligent attention of his adviser or homeroom sponsor in an individual conference of at least one-half hour once a year. Since the average homeroom enrolls about thirty pupils, this would mean about fifteen hours of actual individual counseling for planning purposes by each homeroom teacher each year. To do a satisfactory job, one should expect to spend at least an equal length of time in specific preparation for these interviews. This planning could be done outside of the regular school day. An hour for each pupil each year seems like a relatively small amount of time. Yet it is safe to say that there are few schools in America that actually carry out such a program in a systematically organized way. We are admonished to see the dentist every six months and the doctor at least once a year, yet many pupils go through the entire public-school system without once having had the type of individual conference which has been proposed. These conferences would more than pay in terms of dollars and cents through the reduction of failure and the elimination of other maladjustments. Why should a pupil have to get into trouble in order to get the attention of those who can help him?

It is further suggested that such annual inventories or planning interviews be scheduled in the spring of the year. With the number of actual counseling hours per homeroom teacher or adviser estimated at fifteen, the entire job could easily be done in three school days, or it could be carried on over a longer period of time by scheduling a daily period for this purpose. The time spent in preparation for each interview would need to

be in out-of-school hours according to this plan. Most teachers would not resent out-of-school preparation, however, as they are accustomed to spending after-school hours in preparation for their daily work. From the standpoint of interfering least with regular school work, the plan of concentrated attention on individual counseling would be the most satisfactory. An hour a day for three weeks might be arranged although such a plan might interfere more with other school work. Under the first-mentioned plan, each pupil would be in conference one-half hour during some part of these three days; since the majority of the teachers would be in conferences the entire three days, the pupil's program of activities for the three days would have to be rearranged. This would depend again on the extent to which the educational process was confined to the teaching corps. Many kinds of group activities can be provided for the pupils during this three-day counseling period.

If it has been decided that for the first year it would be better not to hold the regular classes during this three-day individual-conference period, the authors would like to make two other suggestions. The first is that pupils engage in activities which they have been planning for several weeks in advance in their various classes. A different center of interest might be established for each of the four years of the high school. For example, the center of interest for the seniors might very well be their most pressing concern. "Where do we go from here?" Although the interviews would center around that interest too, these students might very profitably spend at least a part of their three days, exclusive of their own interviews, in some such activities as visiting the nearest college campus or taking a trip to a near-by manufacturing center. One of the classes might engage in a trip to the state capitol if it is not too far away. Here is an excellent opportunity for a school to employ some of the newer educational agencies and techniques. The second suggestion is that the pupils be dismissed if the administration and teachers in any given school cannot plan what they consider to

be worth-while activities for these days. We dismiss pupils for teachers' institutes, teachers' education associations, and for many other occasions which pupils, teachers and community alike would vote were worth much less than the yearly inventory for every pupil.

These yearly inventories should be planned and prepared for in a systematic fashion. While they are to be individual conferences, there are perhaps worth-while points of emphasis for pupils at the various school levels. Here again this outline should be understood to be only suggestive and not in any sense definitive.

*High-school year*

*Suggested centers of interest*

Ninth-graders—

My reaction to the high school  
My subject likes and dislikes  
My future educational plans in general  
Some thinking relative to occupations  
My plans for the next three years  
My next year's plan in detail

Tenth-graders—

My social problems  
My hobbies, leisure interests  
My participation in school activities  
My future educational and vocational plans  
My plans for next year

Eleventh-graders—

My vocational choice  
Completing my high-school course

Twelfth-graders—

"Where do we go from here?"  
Bridging the gap

Certain common threads run through the interviews although at all grade levels there is a dominant pattern that is in harmony with the centers of interest in the group-guidance programs at those levels.

SUGGESTIONS FOR THOSE BEGINNING THE TASK OF  
COUNSELING

Individual counseling has been called the heart of the guidance program. However, because of differences in temperament, aptitude, and past experiences, not all persons are equally com-

petent to assume this responsibility. There are some authorities who say that most homeroom teachers should not attempt counseling. It has been the contention of the authors throughout this volume that if homeroom teachers cannot carry on guidance functions, much of the guidance program will be neglected. It is granted that counseling is both an art and a science, that the demands it makes upon an individual are great. Nevertheless, the authors believe that the majority of good teachers can become good counselors. Though the functions of guidance and teaching are somewhat different, they are becoming increasingly similar. In certain select schools throughout the country, teachers are being called upon to do individual counseling and are responding in an admirable fashion. It is felt that it might be helpful to that group of teachers who as homeroom sponsors will be more and more often called upon to do this work, to list certain general suggestions which have proved helpful as preparation for the responsibility of counseling.

1. Choosing or planning is not an event which takes place on any given day, but a process which should go on continuously. It is valuable to take inventory from time to time, to stimulate this process, and at times to redirect it.

2. Neither abilities nor interests are so specialized as not to allow considerable freedom either in choosing school subjects or in selecting a life work. The home situation, economic situations, health, local opportunities, and many other factors must be considered.

3. Most persons could be successful in many school subjects or types of occupations; however, most persons will be more successful in some subjects and types of work than in others.

4. There are common elements in many school subjects and in many different types of work, even though they appear to be quite different.

5. Fitness is an evolving thing. One is not fitted by nature alone to do many things. Nevertheless, one can, through education and experience fit himself for many different tasks or lines of work. In dealing with an individual, the counselor must consider him not only as he now is, but also in terms of what he may become.

6. Individuals do differ tremendously in their abilities and in-

terests. Opportunities vary, too, in the demands made on the abilities and interests of individuals. Good counseling attempts to help a person select or find an opportunity which requires interests and abilities similar to those which he either has or can acquire.

### *Areas to Consider in Vocational Planning*

There are many factors which should be taken into account by a student in making a vocational decision. It is the responsibility of the homeroom adviser, acting as counselor, to help the student see the problem in its entirety, calling the advisee's attention to any aspects of the problem which he might otherwise overlook. For the purpose of suggestion, a number of the factors or areas of which the pupil should be cognizant in making his decision are listed here, with brief comments concerning each.

#### 1. *Educational area*

Interest in school, likes and dislikes of school subjects

Rank in his class

Desire for further education

Implications of this information for vocational choice

#### 2. *Health*

The question of health is of paramount importance to a student in deciding whether or not he should plan to enter an occupation demanding higher education, especially if he has not made a high scholastic record or if he must earn a part of his way through school. Many occupations should be considered carefully from the viewpoint of their effect upon the health of the workers. Physical fitness is an element in achieving successful adjustment in most types of work.

#### 3. *Home background*

Economic status of family

Occupation of father and other relatives

Nationality and religion

Effect of these factors upon vocational choice

#### 4. *Leisure interests, hobbies*

Both cross-sectional and developmental views

Relationship to educational or vocational interests

Consideration of whether these interests should continue as leisure ones or be utilized in a vocational way



5. *Work experiences*

The types of work the counselee has done

Information he possesses about other occupations—their requirements, rewards, and the conditions under which persons work in those fields

Evidence of a pattern of vocational interest

Experience, if any, in various areas and levels of skill

6. *Abilities*

Evidences of both academic and non-academic ability

Results of intelligence tests, aptitude and achievement tests

Implications of such test results for educational and vocational choices

7. *Personality—social adjustment*

Appearance and bearing of the counselee

Ability to work with others as evidenced by record of participation and leadership in extracurricular activities

Anecdotal records of teachers at this point

Any test results on standard inventories

Implications of evidence here for vocational choice

8. *Vocational interests*

Those expressed by counselee in words

Those exhibited in work, hobby, school preferences, expenditure of time and money

Results on any standard interest inventories

Attempt to validate expressed and measured interests

Explanation of bearing of interests on vocational plans

9. *Vocational plans*

Agreement of abilities and interests with expressed plans—the harmony or lack of it

Thinking through the relationship between opportunities, interests, and abilities

Harmony between educational and vocational plans

Vocational knowledge in field of choice

Throughout the interview two purposes should be in the mind of the counselor: that of helping the counselee to think about himself, his abilities and interests, and that of helping the counselee to get more vocational information.

*Counseling the Student as to Educational Choices*

It is difficult to separate counseling for educational from counseling for vocational choices. At times in the student's stage of academic growth, the one will be more important than the other. Some interviews will tend more strongly toward evaluating educational progress and adjustment, whereas others will stress the planning aspect. A good thought to keep in mind is that for the present, at least, educational advising is on safer ground than is vocational counseling. You can tell more easily whether a boy does or does not have the ability, interest, health, and financial resources to go through medical school than you can tell whether or not he will be a good doctor. One can judge rather accurately as to a student's ability to meet the educational criteria for those occupations and professions which demand higher education. Some one has said facetiously that no one knows how much intelligence it takes to become a good doctor, but that it can be safely said that the prospective doctor must have intelligence enough to get through high school, through two or more years of college, through a four-year medical course plus a year's internship, and then pass the state examinations admitting him to practice.

If a student wishes to elect a subject in which the homeroom sponsor thinks the students will be unsuccessful, it is usually inadvisable to inform the student directly of that fact. Rather, make it possible for the student to find this out for himself. A helpful device for this purpose is the double-entry table. These tables can be made up for any subject sequences in which the pupils are interested. They should be revised from time to time as the conditions of teaching in the various subjects are altered. A group of homeroom teachers of ninth-graders could very well coöperate in preparing such tables for eighth-grade arithmetic and algebra, eighth-grade English and Latin, the entire eighth-grade record and algebra, etc. A sample table is presented below and then interpreted in order that the sponsor may realize

its extensive possibilities for helping pupils to make intelligent educational choices.

EIGHTH-GRADE ARITHMETIC GRADES

<i>Algebra Grades</i>	A	B	C	D	F	
A .....	33%	47%	15%	5%		46 A's in Arithmetic
B .....	9	29	39	17	6%	275 B's " "
C .....	0	6	36	38	20	300 C's " "
D .....	0	0	5	45	50	100 D's " "
F .....	0	0	0	0	100	10 F's " "

The table is prepared by taking all those who have had eighth-grade arithmetic and who have later taken algebra, and plotting the respective grade positions of each of the pupils for both subjects. A pupil who received an A in both arithmetic and algebra would be entered in the upper left-hand corner the A A group. The records of all pupils who have taken both subjects would be plotted in this fashion. The above sample is a summary table of the original tabulation sheet. It reads thus: of the 46 who received A in arithmetic and who took algebra, 33% received A in algebra, 47%, B; 15%, C; and 5%, D. Of the 300 who received C in arithmetic and later took algebra, no one received an A; 6%, B's; 36%, C's; 38%, D's; and 20%, F; a failing grade.

If one explained this probability table to a boy who had an average of D in eighth-grade arithmetic, he could see quite readily that he had only a fifty-fifty chance of even passing algebra and that the chances of getting a grade of even C were only five in a hundred.

Such information should not be used to the exclusion of other pertinent data, but the use of these tables and similar devices helps the homeroom teacher to achieve the highest type of guidance—which is intelligent decision by the individual concerned, arrived at by the study of the best facts available.

*Steps in Interviewing*

It is possible to consider the process of interviewing in an almost unlimited number of ways. One might think of it as consisting roughly of six steps; the preparation for the interview, the introduction in which "rapport" is established, the unfolding of the problem, the joint working out of the problem, the closing of the interview, and the counselor's evaluation and follow-up. Each of these steps will be discussed briefly.

A homeroom teacher, as any other good counselor, will prepare for each interview. Such preparation entails a careful study and analysis of all information available in the pupil's individual folder. Further, each interview should be planned according to the purpose to be achieved in the interview. The plan should be a very flexible one, however, and should be changed readily as the interview develops, if this seems advisable. Much has been written regarding the physical setting, the arrangement of office furniture, and the like. Realizing the limitations of most schools in this regard, it is merely recommended that the interview should be held under conditions which are natural but free from interruption or distraction. The authors believe that a teacher's regular classroom or homeroom can serve very acceptably.

A homeroom teacher who has the confidence of his advisees should not have any difficulty in putting the student at ease and establishing rapport. Showing an interest in those things in which he knows the counselee to be interested usually makes for a good start. A review of past interviews is another device used with success. These events frequently seem of greater importance to the counselee than to the counselor who has many such interviews. The counselor must always attempt to focus his complete attention and interest on the present interview with the particular counselee present. When one interviews many students in a day, this is not always easy to do.

The adviser should strive to get to the problem at hand as

soon as rapport is established, which, with homeroom sponsors and their advisees, should not take more than a very few minutes at the most. After the problem has been stated, the counselor and counselee should begin the analysis of the problem. The more the counselee will talk, the better. A good counselor should be a creative listener, an interested participant, and should talk as little as possible. What are the possibilities in solving this problem? The counselor should assist the counselee in getting at all of the problem, seeing as many phases as possible, and being objective in his analysis.

In the joint working out of the problem, it is frequently valuable for the adviser to help the advisee set up standards or criteria for the final selection of a solution. The adviser may have to emphasize the need of the "long view" as well as of the immediate one. All possible suggestions are explored; each is thought through before passing on to the next. The plan which eventuates must be that of the advisee. The plan that really carries through will be the one evolved by the student himself. The counselor can suggest possibilities and stimulate the student to devise a plan, but the final plan should, whenever possible, be essentially the plan of the student.

A student should leave an interview with a sense of satisfaction at having worked with real problems and having found workable solutions. The door should be left open for the student to come back for further suggestions, criticism, or other assistance. The good counselor will try not to let the advisee become too dependent upon him, neither will he throw the student entirely on his own unless the student so desires. The student should be learning how to help himself.

The counselor should record the basic facts regarding the interview as soon after its close as possible. He will be critical of his own attitude and behavior toward the counselee. If he gave information rather than advice, if he listened more than he talked, if he helped the pupil to gain insight, he should rejoice. If he assisted the advisee to become increasingly inde-



pendent in an intelligent fashion, to advance from authority to earned freedom, he should feel a sense of satisfaction.

### *A Counselor's Creed*

The following creed was drawn up in connection with a laboratory course in individual counseling taught by Dr. Harold D. Richardson and the authors. It was printed on a card and given at the close of the course to those who had been preparing to do counseling.

### THE IDEAL COUNSELOR

- Regards* each counselee as a growing, developing individual in a continuous process of becoming.
- Realizes* that every counselee is a social being constantly interacting with the social environment.
- Respects* the uniqueness and integrity of the personality of the counselee.
- Offers* little advice, makes no prescriptions, but instead, aids the counselee to face the realities of his problem, to think in terms of alternatives and probabilities, and to select intelligently a course of action.
- Aims* to help the counselee to become increasingly self-responsible and self-directive.
- Considers* counseling an inter-creating process dependent upon mutual regard and faith between counselor and counselee.
- Aspires* to make counseling a professionalized service, an art founded upon sciences.

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## Chapter XI

### GUIDANCE FOR THE NEXT STEP

During the last year of either junior or senior high school, the questions of chief interest for pupils invariably become, "Where do we go from here!" "What next?" Unfortunately, the secondary school in the past has not given much attention to the problem raised by these questions or to continued efforts at meeting this need for special guidance. The senior high school has perhaps done less in this regard than the junior high school in which the entire program has been more nearly built about the idea of guidance.

#### GETTING PUPILS READY TO BRIDGE THE NEXT GAP

Getting students ready to bridge the next gap, to take the next step, whether it be to another educational institution or to a job, is a long-time process. This process starts almost simultaneously with a pupil's entrance into a new institution. Students who have been properly assisted in orienting themselves in school will be more able to adjust themselves to another situation. Those who have learned to view their present opportunities with intelligence will be better able to enter the next with insight; students who have been counseled wisely in making present adjustments and planning for the future have gone a long way toward bridging the gap between that which is and that which is to be.

There are several specific things which the adviser or home-room sponsor can do to assist pupils who are leaving to make a successful transition to the next level. Here, again, the principal means at the teacher's command will be group methods and individual conferences. In most cities, all of the students in the last year of a junior high school look forward to continuing their education in a senior high school. In this situation,

the task of helping pupils to make the transition from junior to senior high school is the joint responsibility of guidance workers in the two schools. The general plan of group and individual procedures will not be repeated here, since it was discussed in detail in the preceding chapter.

If pupils are completing the work of the senior or four-year high school, the problem is more difficult. For the most part, the students can be thought of as belonging in one of two groups: those who plan to continue their education, and those who hope to go to work. Within each of these two major groups, of course, there will be many individual problems. There will be some problems common to the entire membership of the homeroom group leaving at the end of the year, and these can be discussed with the group as a whole. There will be other questions common to each of the two groups, those continuing their education and those going immediately to work. Each of these groups can meet separately from time to time. There will be many problems that can be satisfactorily solved only in individual conferences. Let us look briefly at what can be done by each of these means.

All students leaving high school, whether they plan to continue their formal education or not, should be given the privilege of learning about all types of opportunities for further education. Not only should all of the students know the general facts about such opportunities, but they should also learn how to discover information about such opportunities for themselves. The study of these opportunities should not be confined to so-called institutions of higher learning, but should include trade schools, correspondence schools, training courses of private industrial concerns, libraries, museums, and the like. Information as to the possibilities of self-education may also prove of value to all. Such knowledge should be in the possession of all educated citizens. A student-conducted survey is perhaps the best method of surveying educational opportunities.

All students should further learn about the general technique of gaining employment since they will all need these skills at

some time. Some of the pupils who enroll at higher institutions will be compelled to obtain remunerative work in order to continue their studies. The guidance shelf in the library should contain books which will prove stimulating and helpful in this regard. Several titles of books of merit will be found at the close of this chapter. Homeroom sponsors may well consider the possibility of having some employers appear before their homerooms to discuss such problems as "How to get a job" or "What employers look for." If these employers or their representatives are judiciously selected, they will not only enable the youngsters to get different viewpoints, but they will undoubtedly make it easier for some of the graduating group to find employment.

It has been suggested that the entire group be divided from time to time into the two groups made up of those continuing their education and those seeking immediate employment. Such topics as the small college versus the large university, the relative values of continued academic (beyond the pre-professional requirements) and further professional training, and whether or not to join a fraternity are of interest to college seniors. A sponsor of a senior high-school homeroom owes it to the students going on to college to help them discover how to find out the facts about the financial status of campus organizations. Most deans of men and deans of women in colleges are more than glad to render such services, but students do not know how to get their help.

An advisory bulletin for the college-going student is reproduced here for its suggestive value.

### WEBSTER GROVES HIGH SCHOOL

*Webster Groves, Mo.*

Advisory Bulletin

March 10, 1938

#### WHAT ARE THE NEW COLLEGE-ENTRANCE REQUIREMENTS?

All colleges set up requirements for admission. These requirements are usually of two kinds: (1) specific subject requirements, and



(2) supplementary requirements. The first relates to courses followed in high school, and the second includes rank in graduating class, recommendations, scholastic aptitude, tests, etc.

### *Specific Subject Requirements*

Colleges used to lay out quite rigidly the subject requirements for entrance. This is less true today. In fact, a graduate of our school who has had no work in mathematics or language could enter some college. It is generally true, however, that a student must have taken most of his work in "academic" fields (the academic fields are English, mathematics, natural science, social studies, foreign language). It is impossible to lay out a course of study which will admit a student to all colleges or universities; but it is possible to prepare a student to enter any college or university in the United States which he chooses.

To prepare for college a student must know what the requirements are for that college. Every year students object that they are unable to go to the college of their choice. Our high school is unable to prepare students for colleges chosen after they leave high school. For some colleges, preparation must begin in the ninth grade. At the back of this bulletin are given the entrance requirements for a number of colleges.

Special emphasis should be given the fact that college graduation requirements are often dependent on high school work. For example, a student who has had three years of foreign language in high school needs to take but half the amount in Washington University that a student who has had two years or none. And a student who has had three years of high-school mathematics is released by the University of Missouri from further mathematics requirements for the A. B. Degree.

Evidence of specific subject preparation is shown in two ways. Most of the colleges in the Middle West accept the high-school record as sufficient evidence of preparation. Some schools, mostly in the East, require examinations on subjects presented. Some schools which require examinations for students in the East will admit high ranking students from the Middle West without examinations.

### *Supplementary Requirements*

There are many types of requirements beyond subject specifications. Antioch College and the University of Chicago will illustrate these. The Antioch College *Bulletin* says, "High-school graduation

or the completion of work equivalent to fifteen high-school units (or eleven units from senior high school) constitutes the usual academic preparation for admission to Antioch. Health, intelligence, personality, and character, as indicated by the applicant's record of accomplishment in school and out, are taken into account. Only students above the average of their high-school classes in qualities of character as well as in intellectual ability are encouraged to apply. A transcript of the high-school record, a recommendation from the principal, other references, a short psychological test, a medical examination, and a formal application which includes an autobiographical sketch are required of prospective students. A personal interview with a representative of the college is also desirable if it is possible."

The University of Chicago, besides requiring academic subject preparation, makes the following statement: "From the applicants whose high-school programs meet the distribution requirements, those who are rated highest in scholastic aptitude and personal qualities are selected for admission.

#### 1. Scholastic aptitude

In the evaluation of scholastic aptitude, the applicant's school record is considered in the light of the following:

- a. Character of the high school
- b. Character of the program of study
- c. Comparative yearly grades
- d. General intelligence, if an intelligence rating is available
- e. Standard achievement test records.

Cumulative standard test records are carefully considered in connection with any application. Such records, to be of value, should (a) cover at least the three most recent years of the applicant's school life, (b) provide information concerning his intellectual capacity, and (c) include an accurate record of results of comparable (objective) measures of achievement in school subjects. Data obtained from all tests should be interpreted in authenticated comparable terms, such as well-established public or independent school percentiles.

#### 2. Personal qualities

In the evaluation of personal qualities, the following are considered:

- a. Initiative
- b. Integrity
- c. Promise of leadership ability
- d. Social attitude

e. Emotional qualities

f. Aspirations

### 3. Health

Admission is granted subject to the applicant's ability to pass a medical and physical examination. Vaccination against smallpox is required unless the applicant can produce a record acceptable to the University Health Service."

### *What the New Requirements Mean*

Many colleges have reduced or abandoned specific subject requirements. The reason is given in the Dartmouth College *Bulletin* as follows:

"This change was made after twelve years of experience with the Selective Process had demonstrated that no specific set of formal entrance units as presented by a candidate was sufficient to assure successful accomplishment in college and that any one of many school programs was capable of developing habits of study and providing background and preparation necessary for undertaking the course of study offered at Dartmouth College."

While the subject requirements have been reduced, other requirements have taken their place. One's standing in his graduating class is more important. There is an emphasis on sequence of subjects: colleges demand that students follow a given field for two, three, or four years. There is also a demand that one's scholastic aptitude be considered.

Too much emphasis cannot be laid on the fact that preparation for college demands thorough work in high school. A person who has done good work in high school may go to college, even though certain subjects have not been studied. On the other hand, one may not go to some colleges if a certain specified high-school course has not been followed.

Two final words: Apply for admission to the college of your choice as early in your high-school course as practicable, certainly by the beginning of your senior year. And don't feel that a college-preparatory diploma will admit you to college; it will admit you to some, and not to others.

This bulletin is followed by a list of the specific entrance requirements to a large number of colleges and universities in which students from this school might be interested. This material should usually be used with high-school freshmen

when they are planning the remainder of their high-school course. It is needed again during the senior year. "Bridging the gap," like many of the other functions of guidance, must be a long-time, continuous process.

Ordinarily college teaching varies considerably from that to which high school seniors are accustomed. The authors believe that it is the obligation of the high school to help prepare graduating seniors for the teaching methods they will encounter in college. This need can be cared for through academic classes or through study and discussion in the senior homeroom.

Those who expect to seek employment directly at the close of their high-school course can benefit from group meetings. They desire information of a more specific character than that suggested for the entire group of graduates. This group could very profitably, through coöperation with governmental and private employment agencies, conduct a survey of local employment possibilities. One of the homeroom teachers should act as chairman of the placement committee which should actively and aggressively seek employment for those high-school graduates desiring it. A few employers on the committee would be helpful. This chairman as representative of the placement committee would meet with all of those desiring work from all homeroom groups. Public schools are notoriously poor at marketing their product, and yet they are in a position to get more coöperation and more free advertising than in any private agency. A few discussions in the homeroom on how to hold a job would be appropriate.

Excerpts from a bulletin of the Omaha Public Schools for December, 1938, show the value of placement information.

Attention should be called to the low percentage of placements in the skilled trades for the month of December. This was due primarily to the fact that there are not enough trained boys to supply the demand in these trades. It appears that more effort should be made to direct boys into the various trade courses as offered in the high schools, since the demand is greater than the supply.

The majority of the placements of girls are in housework and restaurant jobs, yet the greatest number of girls available for employment are trained for clerical work.

It is interesting to note that on the basis of applications for employment received so far during this school year, over half of the young people leaving the high schools and wishing to enter employment are classified as clerical workers, either on the basis of training, interest, or experience. During the four-months period, 239 graduating seniors have made application for employment. Of this number, 131, or 54.7 per cent have abilities or interests which would naturally direct them into the clerical occupations.

During the month of December, 147 students of the January 1939 graduating classes at North, Benson, and Central High Schools were scheduled for personal interviews. One hundred and twelve of these youth have been interviewed and registered for employment with the Nebraska State Employment Service. These 112 students were placed in forty primary occupational classifications. Some of them had several other secondary classifications. Attention should be called to the fact that in this group there were sixty-two whose primary occupational classifications were in the clerical field. This trend in occupational classifications follows closely that found in students registered from Technical and South High Schools.

The following is a breakdown of the primary occupational classifications of the sixty-seven students from the January graduating class of North High School:

## PRIMARY OCCUPATIONAL CLASSIFICATIONS

<i>Boys</i>		<i>Girls</i>	
Clerk-typist	1	Clerk-typist	1
G. O. clerk	2	G. O. clerk	9
Typist	1	Typist	6
Stock boy	2	Stock girl	1
Sales	1	Sales	5
Sales-grocery	1	Sales-variety	2
Fountain waiter	1	Waitress	1
Advertiser's assistant	1	Actress, radio-drama	1
Car washer	1	Bookkeeper's assistant	1
Carpenter's helper	2	Clerk-receptionist	1
Cook's helper	1	Commercial artist	1
Delivery man	1	Comptometer operator	2
Draftsman	2	Dietician	1
Messenger	4	File clerk	2
Office boy	2	Receptionist	1



<i>Boys</i>		<i>Girls</i>	
Photographer's helper	1	Maid	1
Shipping clerk	1	Stenographer	5
Tracer	1		
	<hr/>		<hr/>
Total	26	Total	41

Below is a breakdown of the primary occupational classifications of the thirty-seven students from Benson High School, January graduating class:

<i>Boys</i>		<i>Girls</i>	
G. O. clerk	1	G. O. clerk	2
Stenographer	1	Stenographer	11
Bookkeeper's assistant	1	Bookkeeper	1
Sales-men's furnishings	1	Sales-ready-to-wear	1
Clerk-stock	1	Journalist's assistant	1
Draftsman Jr.	1	Labor factory light	1
Horticulturist (pot.)	1	Sales	3
Machinist (pot.)	1	Sales-florist (pot.)	1
Messenger	2	Sales-variety	5
	<hr/>	Typist	1
	<hr/>		<hr/>
Total	10	Total	27

The following is a breakdown of the primary occupational classifications of the eight students from the January graduating class of Central High School:

<i>Boys</i>		<i>Girls</i>	
Sales-general	1	Sales person	1
Truck driver-delivery	1	Maid	1
Gas station attendant	1	Stenographer	1
G. O. clerk	1		
Messenger	1		
	<hr/>		<hr/>
Total	5	Total	3

During the month of December, the High School Coördinators made a total of ninety-five contacts. Of this number, fifteen were made on firms which had not previously been visited, and eighty were revisits.

The Junior Counselors of the Nebraska State Employment Service visited one new firm and made fifteen firm revisits and fifteen community contacts. In addition, the regular field visitors for the

Employment Service made a great number of contacts for the Junior Division, for in their visitations they contact for both the Senior and Junior Divisions.

The number of new applications in the Junior Division decreased from 261 in November to 234 in December. At the same time, the number of interviews decreased from 1,266 to 963.

It is significant to note that eleven youths left National Youth Administration work projects in Omaha during the month of December to accept private employment. Included in the group were eight boys and three girls. There have been a number of inquiries regarding the work of the National Youth Administration in Omaha. Most school people are familiar with the School and College Student Aid activities of the National Youth Administration, but few are familiar with the program for the out-of-school youth under the NYA Work Project Program. The following is a brief summary of the NYA Work Project Program in Omaha and Douglas County. This is under the supervision of Mr. George P. Bristow, NYA Area Supervisor, with offices in the Post Office Building.

Six hundred sixty-four youth between the ages of eighteen and twenty-five are employed on the National Youth Administration part-time work projects in Omaha and Douglas County. This number does not include youth receiving School or College Student Aid. Youth employed on any given project must be drawn from families certified as in need of relief or eligible for any form of public assistance. The youth work from forty-two to sixty hours per month and are paid wages ranging from thirty to fifty-eight cents per hour, depending on their work classification. Three hundred and ninety-one boys and 273 girls are working on NYA work projects.

All of these youth are working in jobs wherein they would not displace people in regular employment and are doing tasks which would not be done were it not for the National Youth Administration as an emergency relief agency of the Federal government.

One hundred and twenty-one girls are engaged in the production of articles on the Sewing Project to be distributed to those on public relief rolls through the County Assistance Bureau; twenty-three boys and thirty-nine girls are transcribing and binding Braille books for the Nebraska School for the Blind; six girls are assisting with clerical work at the YWCA; eighty-three boys are engaged in the production of furniture and other articles for public agencies at the NYA workshop; forty-five girls are assisting in the cafeterias of the Omaha Public Schools; five boys are mechanic-helpers at the

City Park Yards; three girls are assisting with clerical work in connection with the Visiting Nurse Association; three boys and four girls (five of whom are partially physically handicapped) assisted the Nebraska Tuberculosis Association with clerical work in the sale of Christmas Seals; one boy and five girls are assisting with clerical work of the Coördination Project in connection with the Junior Division of the Nebraska State Employment Service; twelve boys are working on the Ice Skating Pond Development Project for the City Park Department and the Board of Education; 132 boys are working temporarily at Bellevue in connection with preparations necessary before the opening of the NYA Boys' Resident Project; fifty-two girls are employed on the Girls' Resident Project; ninety-two boys are working on boulevard beautification for the City Street Department; and forty-one boys are working on the Brick-Making Project in the production of bricks to be used in the construction of a building at the Children's Tubercular Health Camp.

It is very gratifying to note that a number of people from the various high schools who are doing guidance work, coördinating, and counseling have visited the Junior Division of the Nebraska State Employment Service.

Department of Vocational Education  
Omaha Public Schools

In the preceding chapter it was suggested that the center of interest for the yearly inventory in the senior year should deal with the general topic of helping the students to bridge the gap. In addition to effective group work, there will be need for an individual conference with each student. All that has been said previously about such interviews is applicable here.

#### FOLLOWING THEM UP

Many secondary schools have been grossly negligent in following up the graduates of their schools. Junior high schools here again have done better than the senior or four-year high schools. In defense of the senior high school it can be said, of course, that its job in this regard is a more difficult one than is that of the junior school. Most manufacturers of products spend a proportionately larger amount of time and effort in checking up on the reception and success of their products

than do public secondary schools. Private secondary schools apparently are more concerned in this area than are the public schools.

Are there values in following up the graduates of a secondary school, and if so, what are they? It is contended that there are five distinct values in making a follow-up study of high-school graduates. In the first place, continued interest in a person after he has left a particular institution has a most salutary effect upon him. The value of the feeling of belonging on the part of the graduate, of being worth being checked up on, can hardly be overestimated. Many high-school seniors now possess the opposite feeling which is characterized by, "What difference does it make anyway? Nobody cares." One of the authors recently heard a distinguished professor of secondary education say that he believed one of the most important factors in the success of the men who had received their professional training under his guidance was the fact that they knew he would learn of their successes and failures through his system of following them up from year to year. A follow-up program may be a powerful motivator if used wisely.

In the second place, the results of such a program can be of tremendous significance to the individual school in evaluating its own work. If schools never follow up their graduates, both those who go on to other institutions and those who immediately take their places in the work-a-day world, how can it know where it is weak and where it is strong? Suggested changes in curriculum, methodology, and guidance can be made much more intelligently with such information at hand. The facts thus received may at times suggest changes, at other times corroborate the need for changes otherwise suggested, and at still others indicate the wisdom of the present policies and practices. In the long run, a school is measured by the product which it turns out. Ought not the school be interested in keeping its finger on the pulse of its graduates?

The school must demonstrate interest in its products if it is

to win the confidence of prospective employers. It is necessary that the school continue to contact both the students who are employed and those who are going on to college. The ease with which scholarships and aids are obtained by graduates of certain schools is almost in direct proportion to the school's reputation for being interested in the continued success of its graduates.

A fourth reason why a follow-up program is worth while to a school is that such an endeavor promotes confidence on the part of the community toward the school, its administrators, faculty, student body, and graduates. All townspeople are interested in the success of the home-town boy and girl. When the school is able to report such successes from time to time, the people will be led to think, perhaps unconsciously, that somehow or other the school has been a factor in the attainment of these successes on the part of its graduates. A school is often criticized for the failure of some one of its graduates to follow the accepted social pattern. Why not have evidence of the successes of some of its graduates in order to portray the whole picture?

Finally, a follow-up program can be of worth to the pupils still in school, especially if they have some part in the program. One can learn from the experience of the others. High-school students are fully as likely to heed the suggestions of those who have just preceded them as to heed the suggestions of their teachers. Interestingly enough, the results from follow-up programs frequently show that most of the advice given by graduates is very worth while. A homeroom teacher usually takes a group of freshmen and remains with them through their four years. When this class graduates, the sponsor starts with a new group of freshmen. It would be valuable for this freshman group to follow up the first group. The addresses, positions, schools being attended, and the beginning successes of the graduates of the preceding year should be ascertained. This inquiry can be made by postal cards, although some per-



sonal visitation and solicitation of information from parents of graduates will need to be done. Students who have been a party to the follow-up of former graduates will be more ready to coöperate by responding when they in turn become graduates. Though each homeroom group of freshmen would have a part in following up the graduates of the preceding year, the type of inquiry used and the tabulation of results from all homerooms would be coördinated under the direction of a faculty chairman or the principal. The postal cards on which the individual replies were given would be filed in the individual folders of the graduates.

A second follow-up should be made during the junior year of the same homeroom groups. This would be in the third year after graduation for those being followed up. The information collected at this time should be more detailed and enlightening as to the student's evaluation of his high-school education, as well as to the points previously mentioned.

If this student follow-up plan is used, there is need for intelligent direction of the work, careful interpretation of the material so collected, and a handling of the entire procedure in such a way as to follow good guidance principles. Further, the suggestion is made that not only should the graduates themselves be contacted, but inquiry should be made directly from those employing graduates and from institutions attended by them. Many colleges, under the stimulation of interest in this problem, are now coöperating with secondary schools by sending directly to each school detailed college records of all its graduates. This policy is a most commendable one.

Two illustrations will be given of progressive practices in following up students. In initiating a follow-up program for the first time, Mrs. Bessie Baker, principal of the high school at Wayland, Michigan, made a brief survey of the graduating classes of 1925 to 1934 by means of a double postal card, the information on the backs of each of the cards being given below.

## INQUIRY CARD

A survey of the graduating classes of 1925 to 1934, inclusive, is being conducted by Wayland High School.

We would like to know the various kinds of work our graduates have entered, the high-school subjects which have contributed to their success, and those which, apparently, have been of little aid.

For your convenience these questions are on the attached card. We will appreciate receiving an early reply.

## RETURN CARD

Name: .....

1. What type of work have you been engaged in since you left high school?

Work? ..... Years? .....

2. What high-school subjects help you the most in your work?

3. Which the least? .....

4. Could you suggest subjects which would be beneficial? .....

5. Did you have further training after high school?

Where? ..... When? .....

One of the most elaborate follow-up studies ever conducted was that carried on under the direction of the Muncie Youth Study. The complete form for this inquiry, made by means of personal interviews is reproduced on pages 323-329 through the courtesy of those in charge in order that the reader may derive suggestions from it.

Interesting facts frequently emerge from the surveys of graduates. A follow-up study was completely recently of the graduates of several schools on the Evanston Campus of Northwestern University. The most frequent suggestion made was that guidance and personnel services be increased.

# MUNCIE YOUTH STUDY

## FOLLOW-UP OF HIGH SCHOOL GRADUATES AND WITHDRAWALS

Name \_\_\_\_\_ (Last name) \_\_\_\_\_ (Given names)

Address \_\_\_\_\_ (City or town) \_\_\_\_\_ (Street address)

Graduate { Central \_\_\_\_\_ or Non-Graduate { Central \_\_\_\_\_ } Class of \_\_\_\_\_  
 { Burris \_\_\_\_\_ } { Burris \_\_\_\_\_ } Or Year \_\_\_\_\_

School from which entered S. H. S. \_\_\_\_\_ Or J. H. S. last attended \_\_\_\_\_

### Census and Present Status

- 1 — Age at last birthday \_\_\_\_\_ Date of birth \_\_\_\_\_
- 2 — Sex: M \_\_\_\_\_ F \_\_\_\_\_
- 3 — Color: W \_\_\_\_\_ N \_\_\_\_\_ O \_\_\_\_\_
- 4 — Marital status: Single \_\_\_\_\_ Married \_\_\_\_\_  
 Widowed \_\_\_\_\_ Divorced \_\_\_\_\_ Separated \_\_\_\_\_
- 5 — (a) Living in parental home \_\_\_\_\_ (b) In wife's  
 (husband's) parental home \_\_\_\_\_ (c) Elsewhere \_\_\_\_\_
- 6 — (a) Now employed: \_\_\_\_\_ Full time \_\_\_\_\_ Part time \_\_\_\_\_  
 (b) In school or college: \_\_\_\_\_ FT \_\_\_\_\_ PT \_\_\_\_\_  
 (c) Neither at school nor at work: \_\_\_\_\_  
 (d) Housewife \_\_\_\_\_

### Family and Economic Situation

- A — 1. Father's occupation \_\_\_\_\_  
 Place \_\_\_\_\_
2. Mother's occupation \_\_\_\_\_  
 Place \_\_\_\_\_
- B — If married: (date) \_\_\_\_\_
1. Members of family are: husband \_\_\_\_\_ wife \_\_\_\_\_  
 Number of children \_\_\_\_\_
  2. (a) Your wife \_\_\_\_\_ or husband \_\_\_\_\_ works and  
 earns: Yes \_\_\_\_\_ No \_\_\_\_\_  
 (b) His or her occupation \_\_\_\_\_  
 Place \_\_\_\_\_
  3. (a) Do you and/or husband (wife) contribute  
 to support of others? Yes \_\_\_\_\_ No \_\_\_\_\_  
 (b) Number adults \_\_\_\_\_ children \_\_\_\_\_  
 (c) In what form, as money \_\_\_\_\_ other  
 ways \_\_\_\_\_ (d) Further explanation \_\_\_\_\_

4. (a) Do you and/or husband (wife) receive aid  
 in support of family? Yes \_\_\_\_\_ No \_\_\_\_\_  
 (b) From what source \_\_\_\_\_  
 (c) In what form, as money \_\_\_\_\_ board \_\_\_\_\_  
 lodging \_\_\_\_\_ direct relief \_\_\_\_\_ work relief \_\_\_\_\_  
 (d) Further explanation \_\_\_\_\_

5. Supplementary notes \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### C—If unmarried:

1. (a) If living at home, composition of group:  
 Father \_\_\_\_\_ mother \_\_\_\_\_ brothers \_\_\_\_\_ sisters \_\_\_\_\_  
 others (specify) \_\_\_\_\_ (b) Chief  
 usual breadwinner \_\_\_\_\_ Employed  
 regularly \_\_\_\_\_ irregularly \_\_\_\_\_ now \_\_\_\_\_ (c) Family  
 on relief \_\_\_\_\_ Work relief \_\_\_\_\_ (d) Further explanation:  
 \_\_\_\_\_
2. (a) Do you receive support in whole \_\_\_\_\_ in part  
 \_\_\_\_\_ from parents \_\_\_\_\_ others (specify) \_\_\_\_\_  
 Yes \_\_\_\_\_ No \_\_\_\_\_ (b) In what  
 form, as money \_\_\_\_\_ board \_\_\_\_\_ lodging \_\_\_\_\_ other  
 ways \_\_\_\_\_ (c) Further explanation \_\_\_\_\_
3. (a) Do you contribute to family support? Yes \_\_\_\_\_  
 No \_\_\_\_\_ (b) Money \_\_\_\_\_ Pay for board \_\_\_\_\_ lodging  
 \_\_\_\_\_ give work \_\_\_\_\_ other help \_\_\_\_\_ (c) Further explanation  
 \_\_\_\_\_

#### 4. Supplementary notes

3. Reasons for leaving school:

- (a) Failing . . . . .  
(b) Disciplinary difficulties . . . . .  
(c) Dislike of school . . . . .  
(d) Lack of interest . . . . .  
(e) Ill health . . . . .  
(f) Economic need . . . . .  
(g) Desire to work . . . . .  
(h) Education completed . . . . .  
(i) Marriage . . . . .  
(j) Other . . . . .

### Educational History

- |                   |                       |
|-------------------|-----------------------|
|                   | College Prep. . . . . |
|                   | General . . . . .     |
| 1. Course elected | Commercial . . . . .  |
| in high school    | Shop . . . . .        |
|                   | Uncertain . . . . .   |

2. (a) Age when leaving school\_\_\_\_\_
- (b) Grade when leaving school\_\_\_\_\_

Explain reason checked above \_\_\_\_\_

4. School or college attended since leaving high school:

[illegible]

5. Of the subjects which you took in high school which do you consider of most, and of least, value? Check answers:

Subject	Check if Taken	GENERAL VALUE			VOCATIONAL VALUE		
		Greatest	Next Greatest	Least	Greatest	Next Greatest	Least
English							
Mathematics							
Science							
Social Science							
Foreign Languages							
Business Education							
Shop Courses							
Home Economics							
Health, Physical Ed.							
Art and Music							
Others (list)							
Comment:							





4. How did you get your present position?

- (a) Personal application . . . . .  
(b) Friends and relatives . . . . .  
(c) Relief agency . . . . .  
(d) Public free employment agency . . . . .  
(e) Private free employment agency . . . . .  
(f) Recalled by former employer . . . . .  
(g) Fee-charging agency . . . . .  
(h) Want ad in paper . . . . .  
(i) School or college . . . . .  
(j) Other means . . . . .

5. To what extent does your present job offer opportunities for future advancement?

- (a) Dead-end job . . . . .  
(b) Offers limited opportunity . . . . .  
(c) Offers great opportunity . . . . .  
(d) Don't know . . . . .

6. Regardless of available opportunities, what kind of work would you like most to do?\_\_\_\_\_

7. If unemployed, give reasons:

- (a) No available jobs
- (b) Lack of training
- (c) Lack of experience
- (d) Occupied with home duties
- (e) Lack of influence
- (f) Don't know how to hunt
- (g) Unemployable
- (h) Other reason
- (i) Do not need work (why)

- (a) What was your vocational preference when you left school \_\_\_\_\_

- (b) What is it now

- (c) For what occupations have you had special training \_\_\_\_\_

- (d) Where did you secure the needed training for your present job? In school\_\_\_\_On the job\_\_\_\_Elsewhere\_\_\_\_

- (e) Did school permit habits of work which are not acceptable to your employer? Yes\_\_\_\_No\_\_\_\_

- (f) Did school give you a fair picture of what the social-economic world would be? Yes \_\_\_\_\_ No \_\_\_\_\_

- (g) Have you felt the need of vocational counsel since you left school? Yes\_\_\_\_No\_\_\_\_

- (b) Have you secured it? Yes\_\_\_ No\_\_\_ From  
whom \_\_\_\_\_  
Why not \_\_\_\_\_

9. Supplementary notes on job-hunting experiences:

## Health

1. How many times in last six months have you been ill enough to have a doctor? \_\_\_\_\_

2. How long (in months) since you have had any of following examinations: Vision\_\_\_\_Hearing\_\_\_\_Dental\_\_\_\_General medical\_\_\_\_\_

3. (s) Any physical defects that limit vocational opportunity-----or social participation-----

- (b) What are they \_\_\_\_\_

### Recreational and Social Life

1. (a) Name any clubs or societies of a social or recreational nature of which you were a member while in high school \_\_\_\_\_

- (b) Name any clubs or societies of a social recreational nature of which you are now a member:

[illegible]



9. Name your chief hobbies: \_\_\_\_\_

10. Travel (farthest places you have visited) \_\_\_\_\_

### Religion

1. Church preference: Catholic \_\_\_\_\_ Protestant (denomination) \_\_\_\_\_ Jewish \_\_\_\_\_ Other \_\_\_\_\_

2. Do you belong to a church? Yes \_\_\_\_\_ No \_\_\_\_\_

3. Are you a member of any young people's organization affiliated with a church? Make list: \_\_\_\_\_

4. How often do you attend:

	Regularly	Occasionally	Never
Church _____			
Sunday school _____			
Y. P. organization _____			
Other church organizations or meetings _____			
Other religious education classes _____			

5. Have recent experiences tended to strengthen \_\_\_\_\_ or to weaken \_\_\_\_\_ your religious faith? Neither? \_\_\_\_\_

Comment: \_\_\_\_\_

### Personal Desires and Opinions

1. What are your most perplexing personal problems at the present time?

- a. Getting a job . . . . .
- b. Making more money . . . . .
- c. Social popularity . . . . .
- d. Religious difficulties . . . . .
- e. Relations with opposite sex . . . . .
- f. Marital relationships . . . . .
- g. Family relationships . . . . .
- h. Education . . . . .
- i. Other . . . . .

Explain: \_\_\_\_\_

2. (a) Do you want to get married: Yes \_\_\_\_\_ No \_\_\_\_\_  
(b) Any definite plans: Yes \_\_\_\_\_ No \_\_\_\_\_ (c) Have they been postponed: Yes \_\_\_\_\_ No \_\_\_\_\_

Comment: \_\_\_\_\_

3. Would you like to live away from home if you could:  
Yes \_\_\_\_\_ No \_\_\_\_\_ Comment: \_\_\_\_\_

4. In what kind of locality would you like to live?

- (a) Muncie . . . . .
- (b) Larger city . . . . .
- (c) Small town . . . . .
- (d) Country . . . . .
- (e) Other choice . . . . .

5. What are the most perplexing problems of your friends and acquaintances? \_\_\_\_\_

6. What suggestions can you offer about the needs and problems of youth in Muncie? (As recreational needs, opportunity for young people of opposite sex to get acquainted, ways of helping boys and girls keep out of trouble.) \_\_\_\_\_

7. What in your opinion are the chief requisites for success, such as: Honesty \_\_\_\_\_ Influence \_\_\_\_\_ Hard work \_\_\_\_\_ Education \_\_\_\_\_ Special training \_\_\_\_\_ Luck \_\_\_\_\_ Character \_\_\_\_\_ Capital \_\_\_\_\_ Ability \_\_\_\_\_ Other factors (name) \_\_\_\_\_

(b) Do you feel that young persons of your age have a fair chance under present conditions? Yes \_\_\_\_\_ No \_\_\_\_\_

(c) Has your attitude toward the world and life tended to become more \_\_\_\_\_ or less \_\_\_\_\_ idealistic since you left school? No change \_\_\_\_\_

8. How do you feel about your own future prospects in life?

- (a) Confident . . . . .
- (b) Optimistic . . . . .
- (c) Doubtful . . . . .
- (d) Discouraged . . . . .
- (e) Other \_\_\_\_\_

Explanatory comment: \_\_\_\_\_

## Comments of Interviewer

Interviewee was Interested \_\_\_\_\_ Cooperative \_\_\_\_\_ Indifferent \_\_\_\_\_ Hostile \_\_\_\_\_

Responses seemed reliable as to fact: Yes \_\_\_\_\_ No \_\_\_\_\_ As to matters of opinion and belief: Yes \_\_\_\_\_ No \_\_\_\_\_

Date of interview \_\_\_\_\_

Place of interview \_\_\_\_\_

Interviewer's Signature \_\_\_\_\_

The methods suggested thus far for following up graduates have been principally of the group type. Certainly the home-room sponsor and other school workers will do much by way of personal interviews and conferences. Students who have enjoyed the benefits of an adequate guidance program in a secondary school will be anxious to return for brief conferences from time to time to get help in the solution of new problems.

## EVALUATING THE PROGRAM

*Evaluation* is a term used extensively at present to cover a need which is as old as human life itself. It means the critical examination of present practice, with a view to improvement. If a school has accepted the principle of "becoming," it cannot help feeling the need of studying its present program in an effort to make it more effective in the future. A functional evaluation of a guidance program can be made by comparing guidance procedures with the criteria listed below.

1. Is there an organized program of guidance?
  - a. Is it planned in harmony with a modern concept of pupil growth and development?
  - b. Is it decentralized sufficiently so that all teachers participate, and all pupils have some one with whom they enjoy continuous, helpful contact?
  - c. Is it a dynamic program based upon a belief in the possible growth of teachers as well as of pupils?
  - d. What is being done to promote such growth and development on the part of the staff?
2. Are entering students prepared for making a satisfactory adjustment prior to their actual admission?

- a.* Is there a cordial coöperative relationship between the school from which the pupil is transferring and the one which he is entering?
  - b.* Is there an attempt to make this transition of the pupil as easy as possible, striving to arrive at a program of continuous, unbroken education for a given pupil?
  - c.* Does the school inform the contributing school adequately regarding its policies and program, so that the sending school may make its contribution to the satisfactory transfer?
  - d.* Does the school get relatively complete information from the sending school as to the pupil, his achievement, adjustment, aptitudes, interests and problems?
  - e.* Does the school give adequate information to the incoming pupil and his parents as to the purposes of the school, its complete program, and suggestions for satisfactory early adjustment?
3. Are pupils assisted in becoming oriented to the school?
  - a.* Are provisions made to inform beginning pupils as to the school organization and program?
  - b.* Are provisions made to assist the pupil in using advantageously the complete facilities of the school, including the library and study hall?
  - c.* Does the school aid in the social adjustment of its incoming students?
4. Are the pupils the center of attention and systematic study?
  - a.* Does the cumulative record of each pupil contain information relative to the following: the physical health of the pupil including his speech, his educational history, a record of his psychological abilities, his family background and home life, his interests, and his plans for the future?
  - b.* Is the concern for the "whole pupil"?
  - c.* Are the materials in the individual folders significant?
  - d.* Is this material used effectively in dealing with the "pupil-in-the-situation"?
5. Has the school studied its own situation, not only to inform others, but also to make necessary adaptations to the needs of the student population?
6. Are pupils assisted in their personal and social adjustments?
  - a.* Is provision made for doing this through the group approach?



- b. Is provision made for individual counseling and conferences in this area?
7. Is provision made for pupils to learn of educational and vocational opportunities?
  - a. Is something done in this regard throughout all the years of a pupil's stay in school?
  - b. Are the methods used in harmony with the more recent suggestions in this regard?
8. Are students assisted in planning both for their educational and for their vocational futures?
  - a. Is systematic provision made for an annual inventory?
  - b. Is the counseling of such a nature that it stimulates rather than retards pupil judgment, initiative, and independence?
  - c. Do students participate in this process?
9. Are students prepared to bridge the next gap?
  - a. Does the school contact colleges which the students are likely to attend and prospective employers in order to assist the students in their respective transfers?
  - b. Is this done through an organized study?
  - c. Is there an agency for assisting in the placement of those desiring employment?
10. Does the school carry on a follow-up program?
  - a. Are the results of this program utilized in making readjustments within the school?
  - b. Is this live material available for purposes of student motivation and information?

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## Chapter XII

### ORGANIZING A SECONDARY SCHOOL FOR THE GUIDANCE OF STUDENTS

The effectiveness of the guidance program will be largely dependent upon the extent to which the program is successfully implemented. In too many schools, the philosophy of guidance has failed to be expressed adequately through the administrative organization. This chapter will consider problems connected with the organization and administration of the guidance program.

#### PRINCIPLES OF ADMINISTRATIVE ORGANIZATION

No one type of administrative plan can be devised for all schools since the organization must be in accord with the many factors involved in the local situation. The following suggestions may, however, prove helpful in developing an adequate guidance program.

1. The guidance program should be administered in terms of the needs, interests, abilities, and opportunities of the pupils.
2. Guidance services should be available to all pupils at all educational levels.
3. Guidance is concerned with the best development of the "total" individual. It must be so organized that all pupil experiences are coöordinated and related.
4. The guidance program must be organized to enlist the understanding, interest, ability, and energy of every member of the staff.
5. The guidance program should be organized to care for problems that have developed, to prevent such problems from arising, and to help each pupil secure for himself the most productive and positive experiences. In other words, the guidance program should be organized to cure, to prevent, and to enrich.
6. The administration of the guidance program should insure planned services which are purposeful and unified.

7. The guidance program should be administered so that specialists may constantly seek to strengthen teachers.

8. The guidance program should be organized to utilize, to supplement, and to enrich the guidance experiences provided pupils by the home and community.

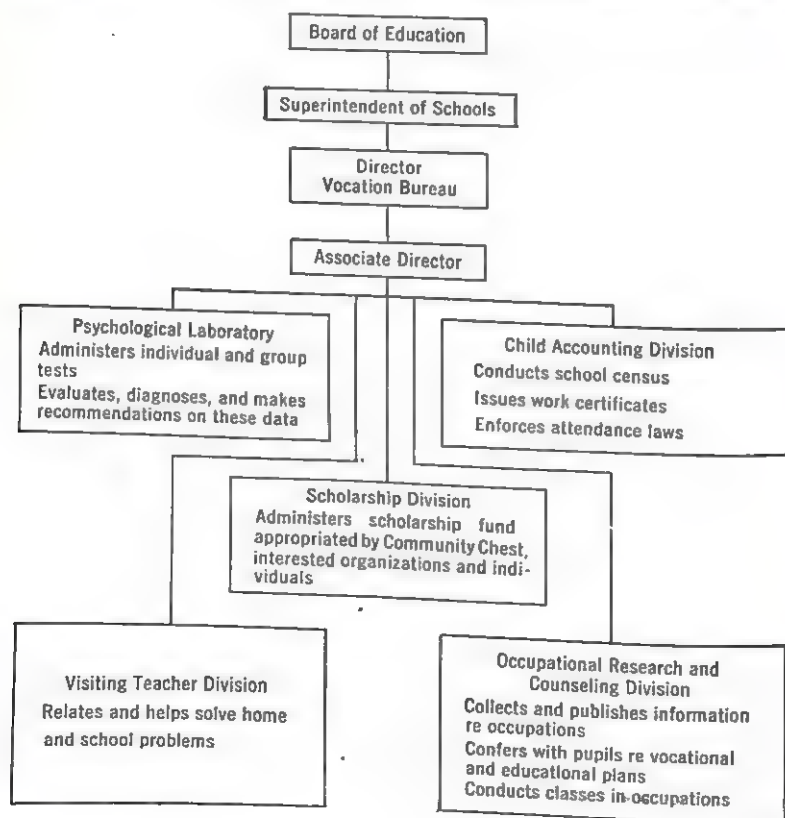
9. The guidance program should be so administered that personal contacts and the "human touch" are provided.

10. The guidance program should help members become increasingly able to guide themselves.

#### TYPES OF ADMINISTRATIVE ORGANIZATION

##### *Central Bureau Type*

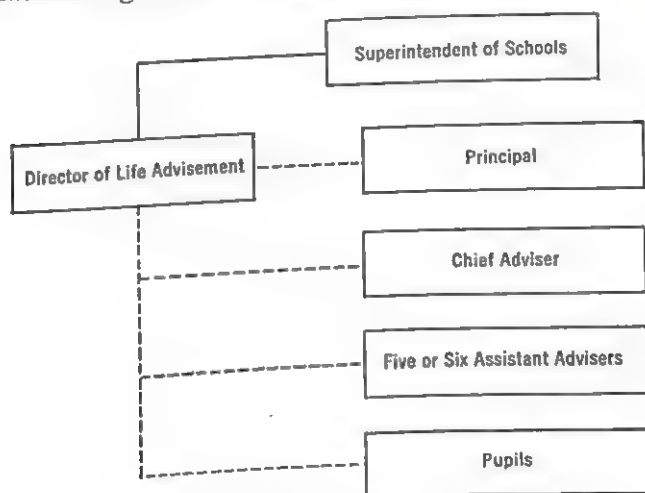
This type provides a high degree of centralized administration. A central staff supplemented by some assistance in the



individual schools deals with the majority of guidance activities. This type of administration is illustrated by the organization in Cincinnati.<sup>1</sup>

### *Central Bureau Assisting Individual Schools*

In this type of administrative set-up, separate schools are permitted and encouraged to develop along individual lines, while the central office attempts to assist this development. Some uniformity of procedure follows, but this type is sufficiently flexible to permit adaptations to locality, tradition, needs, and personnel. This type of administration is illustrated by the organization of guidance in the city of Milwaukee.<sup>2</sup>



### *Central Bureau in Individual Schools*

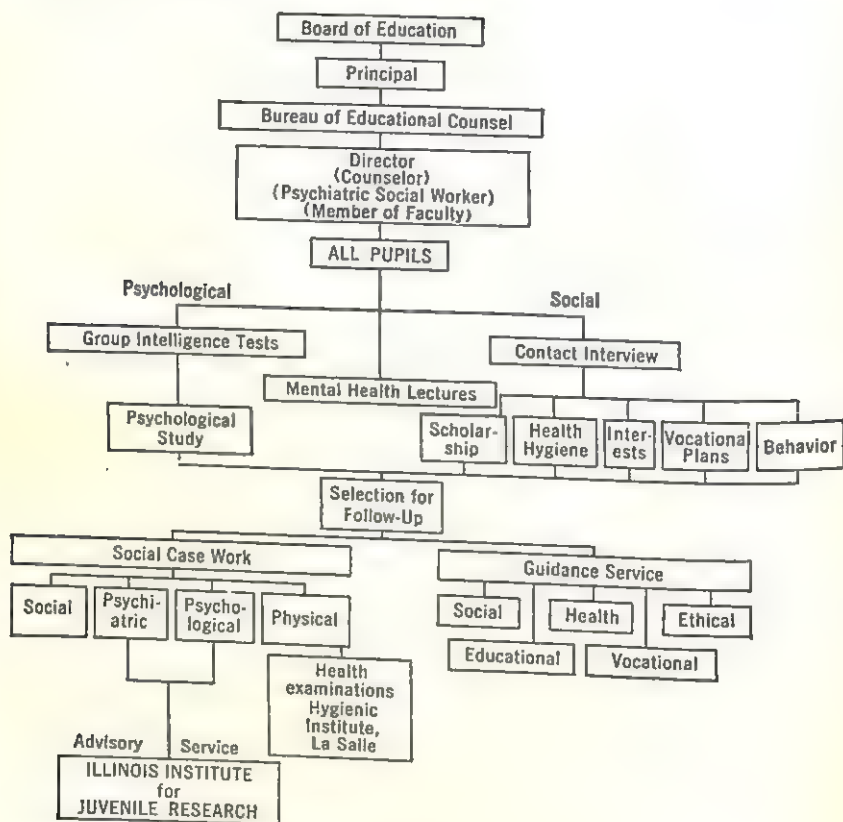
A third type of administrative control delegates full authority to the principal and his staff. The central bureau in the school serves in much the same way as that described for a

<sup>1</sup> William C. Reavis, *Programs of Guidance*, United States Department of the Interior, Office of Education, Bulletin, 1932, No. 17, Monograph No. 14 (Washington, D. C., Government Printing Office, 1933), p. 73.

<sup>2</sup> William C. Reavis, *Programs of Guidance*, United States Department of the Interior, Office of Education, Bulletin, 1932, No. 17 (Washington, D. C., Government Printing Office, 1933), p. 87.



central city bureau. The guidance staff carries on most of the guidance activities. The academic teachers play a minor rôle. The guidance organization is a separate department of the school. The organization at the LaSalle-Peru Township High School <sup>3</sup> illustrates this type.

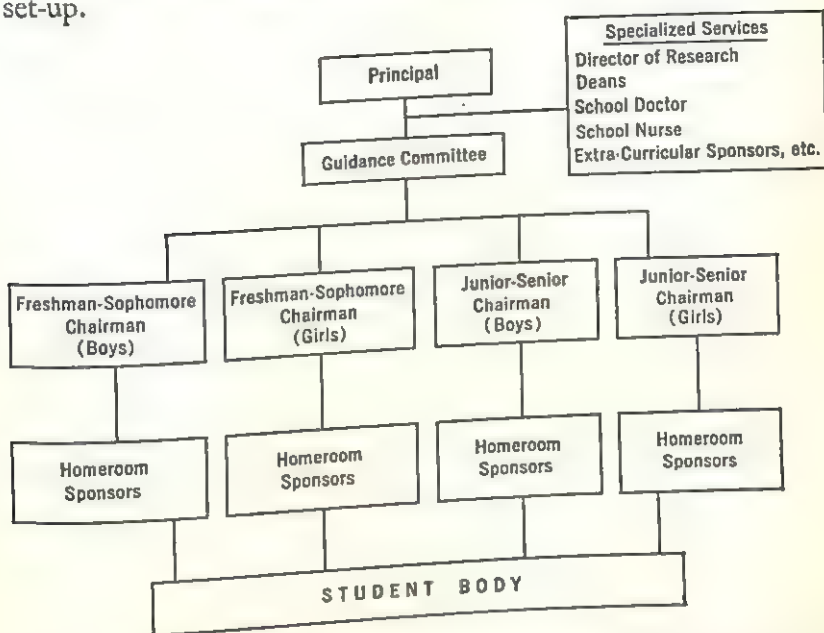


### *Decentralized Guidance Organization*

This type of administrative organization provides for the utilization of the regular offices and teachers in the guidance

<sup>3</sup> William C. Reavis, *Programs of Guidance*, United States Department of the Interior, Office of Education, Bulletin, 1932, No. 17 (Washington, D. C., Government Printing Office, 1933), p. 129.

program. The activities of the regular staff constitute the major part of the personnel program. These staff activities are supplemented by some specialized services. The organization in the Highland Park, Illinois, High School represents this type of set-up.



Space does not permit an inclusive analysis of each of the types of administrative organizations mentioned. It is desirable, however, to study carefully one of these types and to consider its introduction into a school setting. Because the homeroom plan, carefully initiated and adequately developed, is most nearly in accord with the principles of organization already mentioned, the remainder of this chapter will deal with the homeroom plan as a desirable kind of organization for most secondary schools.

#### THE HOMEROOM IN THE SECONDARY SCHOOL

Very few innovations in American secondary education have enjoyed the rapid growth which has characterized the home-

room. In less than one-third of a century, the idea has been given definite expression and has spread until now there are few high schools not using some phase of the homeroom plan.

### *What Is the Homeroom?*

The homeroom might be defined as the school home of the pupil, as the pupils' base of operations, as the hub of the school wheel, as the school family home or as the pupils' mooring mast. The concept of the homeroom can probably best be defined in terms of its characteristics.

1. The homeroom is a time—a regular continuing place on the school's schedule.
2. The homeroom is a place—a distinct "haven" within the school.
3. The homeroom has a faculty person in charge—a sponsor whose primary interest is his group of pupils.
4. The homeroom is primarily responsible to pupils. There are no courses of study, texts, or definite curricular requirements.
5. The homeroom is an administrative unit—a branch office.

### HISTORICAL DEVELOPMENT OF THE HOMEROOM

The earliest form of organized education included some phases of the present concept of the homeroom. Early European schools were concerned with the personal relationships existing between faculty and students. These schools were interested in the emphasis which was placed upon the living together of faculty and pupils. Quite often a common home was shared, and an important part of a faculty member's responsibility was the hours spent with students outside of the classroom.

In this country, our schools really started as homerooms. Each school was very small, with a relatively small number of pupils. The instructor lived in the homes of the parents and was an active participant in the affairs of the small community. Intimate association between pupil and teacher was not only possible but necessary. As the pioneers moved westward, they carried with them the concept of the small school, and the small

local unit became an important factor in the growth of American education.

During the latter part of the nineteenth century and the early part of the twentieth the emphasis in American education was rather radically changed. As has been shown in a previous chapter, the day of the large school was in the offing. Increased urbanization heightened interest in education. A decreased need for child labor, a rapid spreading of the opportunities for education, and the many other factors mentioned in Chapter II initiated the larger high schools. Boards of Education began to vie with each other for "bigger and better" schools. A rapid increase in the curricular offering and in the material facilities, such as libraries, science laboratories, and auditoriums, made large schools with increased student bodies essential.

A parallel development to that in industry gave impetus to an emphasis upon efficient and machine-like procedures. School men publicized the percentage of increase in the freshman class, the growing senior class, the per capita costs, and the increasing efficiency of the schools. In many ways the schools began to pattern their organization and activities after those of big business. The pupils tended to become units of production.

The homeroom began in a variety of ways. Each school initiated some type of homeroom organization to care for its particular problems. As a result, a large number of different names has been attached to this attempt on the part of the school to decentralize some of its activities. This period has been called a session period, record period, report period, notice period, division period, adviser period, special help period, attendance period, section period, guidance period, administrative period, sponsor period, and homeroom period. It will be necessary to analyze the origins before today's homeroom can be understood.

#### *Homeroom Began as an Administrative Aid*

It is relatively safe to assume that the homeroom was started in many schools to serve administrative purposes. The central

office found that it could no longer reach the individual child. Attendance could no longer be taken in a central auditorium or study hall, and it became difficult to pass out and collect the report cards. Only a few students read the notices which were posted on the bulletin board. It became very difficult to collect money, sell tickets, distribute the school publications, distribute and collect record cards, and in general, to carry out the numerous administrative activities so common in modern high schools. In other words, the older types of administrative machinery began to break down, and it became necessary to effect a more decentralized form of administration if the administrative activities were to reach individual children.

Newer types of administrative needs also stimulated the growth of the homeroom. The development of a school newspaper necessitated a unit for the collection of news and subscriptions. A convenient base was needed for distributing these publications. The growth and influence of national organizations, such as the Boy Scouts, Red Cross, and the like, made more evident the need for local units for distribution of information and collection of contributions. The growth of the school council idea stimulated the growth of local units of election, discussion, and legislation. The growth of athletics, social affairs, assemblies, and other extraclass activities made the initiative of the homeroom more necessary. And so, in many schools, the homeroom began as a response to certain administrative needs which had more recently developed and which made local units of administration more necessary.

#### *Homeroom Was Started for Curricular Enrichment*

New subject demands also played an important part in the development of the homeroom in some schools. Various organizations began to distribute materials on many different subjects. Since these materials did not fit the regular curriculum, the principal found it difficult to distribute them to classes where all pupils would be reached and where the continuity of



class work would not be disturbed. Such areas as safety education, health, leisure, moral and social development, newspaper, movie and radio education, are examples of new types of curricular demands that tend to disturb the older curricular pattern. In some schools, the homeroom was started to provide an omnibus period during which these newer curricular activities could be cared for.

### *Homeroom Was Used to Care for Extraclass Activities*

In other schools the homeroom began as a result of an expanding program of extraclass activities. The program of student activities became so extensive that a regular activities period was provided. To care for one of the periods during the week and to provide a place for those students not participating in any activity, a homeroom period became part of the activities period.

There was also a need for guiding, regulating, and recording student participation in these activities. This was cared for through the homeroom periods. In other cases, the school was interested in bringing these activities into the school program, and one of the initial steps brought some of these activities into the homeroom period.

### *Homeroom Served as a Guidance Agency*

Some schools started the homeroom plan in an attempt to develop a guidance program. As an illustration of this type of evolution, the historical growth of the homeroom idea in the Highland Park, Illinois, High School is given. In the year 1913, the principal of the high school found that he was no longer able to maintain intimate contact with all the students in the high school. The institution had grown so large that he was no longer able to learn the names of all the students, to know their home backgrounds, and to keep himself informed about the many activities of their daily lives. He found it impossible to give all of the students adequate guidance. Because of his

desire for intimate, personal relationship between school and students, he and his faculty evolved a form of homeroom organization in September, 1913. These rooms were called session rooms, and the sponsor was called an "official teacher." The session rooms were not set up primarily for administrative purposes but rather as an agency to care for the daily needs of students. This purpose has permeated the activities of the homerooms there ever since that early date.

#### PRESENT-DAY PURPOSES OF THE HOMEROOM

The specific purposes of the homeroom must be evolved in each school in terms of local conditions. Every school must determine for itself the extent to which the homeroom is to be used as the central unit in the continuous reorganization of that school. The purposes given below indicate some of the major contributions the homeroom is able to make to a school.

1. The homeroom provides each pupil with a base of operations. Each pupil has a mooring mast to return to after each adventure. Here the pupil may find counsel, enrichment of experience, guidance into new adventures, and friendships. The homeroom provides an opportunity for personal identification with the school—a "family hour" for each student.
2. The homeroom provides the teacher with an opportunity to "learn" children. Knowledge of pupils is one of the desired results of a functioning homeroom. One aim of the homeroom is to see through Johnny in order to help Johnny see through himself, so that Johnny may eventually be able to see himself through.
3. The homeroom provides guidance and personnel services for all students. Too often the guidance program provides for but few of the pupils. In some schools the pupil must cause a great deal of trouble to receive the help of the guidance worker. The homeroom attempts to make these advantages available to all.
4. The homeroom provides stimulation to students in all phases of their development. It is interested in the physical, social, educational, moral, vocational, recreational, mental, and personality development of the students. The homeroom sponsor—as a guidance worker, a subject teacher, an activity sponsor, an administrator, and

a community citizen—is in a strategic position to help a student with his many-sided problems.

5. The homeroom provides an opportunity for intimate, personal contacts between teachers and pupils. It provides the opportunity for enriching those traditional guidance activities which may have become over-mechanical. The homeroom is an emotional as well as a scientific relationship.

6. The homeroom provides for teacher stimulation and growth. Teachers will become pupil-minded as they assume guidance responsibilities. The homeroom period provides teachers with new insights into child needs, with new concepts regarding the psychology of learning. The homeroom period provides opportunities for the subject teacher to grow and improve as a teacher of subjects. The homeroom is both a responsibility and a challenge to teachers.

7. The homeroom provides effective units for student participation in the activities of the school. The homeroom is the basic unit in the work of the school council. The homeroom period should be used for discussional purposes in order that all students may participate in the activities of the school. The homeroom can be the "town meeting" of the school for forums, group discussions, collection of student ideas and suggestions, and a legislative unit in the school program of student participation.

8. The homeroom provides opportunities for more effective school administration. Many types of administrative activities can best be cared for in small groups. Educational administration can best be promoted through an individualized program of administration.

9. The homeroom provides the means by which the curriculum and the extracurriculum can be continuously reorganized. New insights into the need for curricular change, a continuous program of curricular addition to the homeroom, and a gradual inclusion of the extracurriculum into the school day can be effected through the homeroom.

10. The homeroom provides for more intimate contact between the school and the community. Through it, parents can be more easily reached. The entire faculty is serving as an interpretive agency to integrate the work of the school and the community.

The homeroom is not primarily a form of organization nor a pattern of administration. Rather it is a form of relationship between students and teachers—an educational ideal. The homeroom provides the means by which the school's curricu-

lum, extracurriculum, guidance program, administration, and community contacts can be continuously reorganized. Few schools have courageously attempted to develop an organization which would do all of these things. Too few schools have attempted to develop a school program consistent with the needs of present-day life.

#### INITIATING THE HOMEROOM PLAN

As is true in many other projects, the early success or failure of a homeroom plan in the secondary school may be determined largely by the way it is initiated. Consequently, this introductory procedure has often resulted in the loss of a sympathetic understanding and support of the teachers, a lack of coöperation on the part of students, and an attitude of parents which indicated that they considered the homeroom as an additional "frill" to an already overcrowded program. It is highly desirable for the members of the school to plan carefully the basic homeroom organization and the procedure to be used to initiate this organization many months before its actual introduction. The suggestions that follow indicate some of the methods by which a principal can be helpful during the early stages of this developmental process.

#### *Encouraging Teachers to Request the Homeroom Plan*

It is essential that a majority of the faculty be interested in establishing the homeroom plan before it is started. Just as successful classroom experiences grow out of a feeling of need and evidence of interest on the part of students, so should the development of new all-school procedures grow out of a feeling of need and an interest on the part of the faculty. The exact time when homerooms should be introduced depends upon the extent of interest and insistence of the faculty. There is much truth in the old adage, "Strike while the iron is hot."

The principal can increase the interest of his teachers by adding fuel to the little fires of interest as they appear. During this

period, he can encourage a teacher committee to give time and thought to the problem.

### *Arranging for Discussional Opportunities*

Ample time should be provided for teachers, pupils, and parents to discuss this phase of the school's program. Teacher discussion can be stimulated by faculty forums, in small study groups, through departmental or grade-level meetings, and by personal chats with individual faculty members. Students, through the student council, the basic groups represented on the council, the club and activity program, and some academic classes, should be encouraged to discuss this innovation. Parental discussion can be encouraged through the local parent-teacher association and through the personal contacts between staff members of the school and the parents.

### *Providing Helpful Materials*

The principal can be helpful to his staff by providing materials which can be placed in the hands of teachers. Some materials can be mimeographed; a series of books can be put in circulation; a section of the library can be reserved for home-room materials; members of the staff can be encouraged to collect and adapt or develop materials to be duplicated and distributed; and specific suggestions regarding types of practices which might be used could be developed for the teachers.

### *Adjusting the Teaching Load*

Before introducing a new responsibility, the principal should make every effort to reduce some of the work load which the teachers already carry. The "straw that broke the camel's back" illustration can aptly be used in those situations where the home-room period is added to an already overcrowded school day. There is a limit to human time and energy, and teachers often rebel against the homeroom because it has been added to an already heavy burden.



### *Encouraging Teachers to Secure Additional Training*

The principal can be helpful by guiding and encouraging teachers in their efforts to secure additional training in this field. Several teacher-training institutions offer courses specifically devoted to this developing area of education. Courses in guidance, psychology, social work, administration, and the like, will prove helpful. Many suggestions can be secured by an effective program of teacher visitation to those schools having an interesting and worthwhile program. Financial assistance by means of increased salary for additional training, payments of tuition, and leaves of absence with pay will encourage teachers to further their educational development.

### *Assisting Teachers Through Supervision*

During the early stages of the development of the homeroom, the principal can provide considerable stimulation through the supervisory program. By personal visitation and informal discussions he can make helpful suggestions to teachers, and by an attitude of extreme interest he can convey to his teachers the feeling that he is interested in the homeroom and conscious of its manifold possibilities. The principal should recognize outstanding examples of successful homeroom activity in the same way that he would recognize other worth-while developments. Social approval and promotion should be made possible through successful homeroom sponsorship.

### *Demonstrating Faith in Teachers*

An effective homeroom relationship between the sponsors and the administration is possible only when the administrator indicates faith in the homeroom sponsors. This evidence of faith is a very important factor. Too often the administration has indicated very clearly that it lacked faith in these mature and experienced homeroom sponsors. This lack of faith has been indicated by "over" supervision, by authoritarian criticism, by a

definite establishment of rules and regulations, by setting up a specific and formal course of study for the homeroom, by determining for the homeroom sponsor the activities in which he is to engage, and by taking from the homeroom the most significant and the most important parts of the relationships between teachers and pupils. Too often the administrator has indicated to the sponsor that the sponsor is capable of taking care of the petty administrative responsibilities to the child, but is incapable of dealing with the major problems of human adjustment. Some administrators require the sponsors to refer to them all problems of major adjustment, and thus set up a clear division between the major and minor responsibilities to the child.

It is possible for an administrator to establish a helpful kind of relationship with his homeroom sponsors. One principal, in speaking to his faculty about the purposes of the homeroom, said:

We are engaged in a new and difficult educational experiment. The homeroom has significant possibilities but these possibilities will be realized only when each one of you effectively discharges your individual responsibilities. We are dealing with a phase of education which cannot be measured by objective and standardized means. The most important outcomes of your homerooms will not be the information or facts which children acquire but rather the changes in behavior which result from the influence of your personality upon the personality of these children. I cannot supervise or evaluate that kind of development. As an administrator I have only one purpose: to help you, to support you, and to render service to you in your homeroom. With such an outlook, I tell you now that I have faith in each one of you and I have so much faith in you and in your creative ability that I am going to turn you entirely free in your own homeroom. There will be no restrictions or requirements upon you. Your homeroom is your province, your responsibility, but also your opportunity. I have faith in you to the extent that I think each one of you can make a unique contribution to your own homerooms and to the school as a whole. I want each one of you to be the most important directive influence in the lives of these boys and girls. You

can become this influence only as you get to know them very well and only as you are free to guide and direct them. At all times I want you to feel ready to come to me and suggest ways by which we might better help you become a more effective sponsor. Your pay and your status in this school will not be determined by your mistakes. We will make no attempt to evaluate your success in the homeroom; that success will be evaluated by this and by future generations.

#### THE HOMEROOM PERIOD

In a discussion of the homeroom period it is impossible to set up definite recommendations which can and should be applied to all schools. There is no homeroom pattern. The homeroom is an institutional development and not a city-wide or state-wide development. It must represent a philosophy and policy of individual schools, and therefore it is impossible to determine without careful, detailed study of the local situation the length of the period, the time of the period, or the number of homeroom periods that will be most effective for a particular school. It must be clearly understood that every school must work out its own homeroom system and that the suggestions made in this section are only representative of what some schools have attempted.

#### *The Time in the School Day*

Several studies have shown that the homeroom period occurs in many different schools at many different periods. Hughes and Herron<sup>4</sup> studied 703 schools located in eleven midwestern states. They found a wide variance in practice, with no common procedure. Thirty-seven different scheduling practices for the homeroom period were found. Fretwell<sup>5</sup> studied two hundred schools and found a great variation in practice. The best time varies from school to school. Ordinarily the last period in the day is not very desirable. Parents and children are constantly

<sup>4</sup> J. M. Hughes and H. H. Herron, "Scheduling Practices," unpublished study, School of Education, Northwestern University, Evanston, Ill., 1936, p. 8.

<sup>5</sup> Elbert K. Fretwell, *Extra-Curricular Activities in Secondary Schools* (Boston, Houghton-Mifflin Co., 1931), p. 35, 36.

requesting that the children be permitted to leave early. Boys and girls are tired at the end of the school day and do not receive the maximum benefits from such an important period. Teachers regard it as an extra period which has been added and therefore fail to give their best interests and coöperation. The first period in the morning has a few disadvantages but many more advantages. The administrative activities of the day can be handled during the first period; attendance can be taken; necessary notices read; and so forth. In many cases, the homeroom teacher might have his group for a subject the second period and that would give the homeroom sponsor contact with his pupils for two consecutive periods in the school day. There are many other periods just as desirable. Many administrators prefer a period in the middle of the morning session. Such a period is well protected from requests of an irregular nature. It is a desirable period from a learning point of view. Usually, in most secondary schools the morning session is longer than the afternoon session, and the homeroom period which occurs in the middle of the morning provides variety and a change for the students. Other administrators prefer the last period in the morning or the first period in the afternoon. There is no reason why any of these periods could not be made effective.

### *Length of the Homeroom Period*

The same amount of variance is evident in the length of the homeroom period. Kefauver and Scott<sup>6</sup> found that the amount of time varied from 300 minutes per week in some schools to less than thirty minutes in other schools. The most desirable length for the homeroom period cannot be determined without considering the purposes for which the homeroom is being used in the school. If individual counseling activities and individual interviews are to take place in the homeroom, adequate time must be provided for them. If group guidance is to be entirely

<sup>6</sup> G. N. Kefauver and R. E. Scott, "The Homeroom in the Administration of Secondary Schools," *Teachers College Record*, Vol. 31, No. 7 (April 1, 1920), pp. 624-641.

or even partially cared for by the homeroom, time must be allocated for it. If the administrative activities of the school are to be carried on through the homeroom, definite time allowances for these purposes must be made. In other words, the length of the homeroom period must be determined by the purposes and activities of the homeroom. If these activities are few in nature, a single, short, weekly period should suffice. But if the homeroom is to be an important administrative, teaching, and guidance unit, then several weekly homeroom periods are necessary. The amount of time allotted to the homeroom should be ample in terms of the outcomes desired and purposes set up.

### *Number of Homeroom Periods*

In accordance with the point of view established in the previous section, it is obvious that the number of homeroom periods must be determined by what the homeroom is expected to accomplish. The studies which have been made in this field show that current practice does not agree on a common mode or common frequency. It is probably better to have fewer periods of greater length than to have a larger number of shorter periods. A daily fifteen- or twenty-minute period is from many points of view quite unsatisfactory. It is too long to be filled by the purely administrative activities of the homeroom and is too short to provide time for any kind of satisfactory guidance or educative experience. A more effective plan is one in which the school initiates the homeroom plan with a short daily administrative period (five to ten minutes) and then provides one long hour period each week. As this develops more adequate time provision should be made.

The following suggestions should be considered in connection with the problems of scheduling the homeroom period.

1. Do not begin with too much time. Don't let the homeroom period drag. Pupils and teacher will come to dislike this period unless it is actively and interestingly cared for.
2. The homeroom period should be protected from interruptions.



This longer period should be just as sacred as any other class period. Administrators should not permit or encourage announcements, notices, and interruptions to occur any more frequently during homeroom period than during a class period.

3. Children should not be excused from a regular homeroom period. The homeroom sponsor must feel that his period is as worth while and is as well-protected as any of the class periods. Children should not be taken from this period to run errands, to do remedial work for other teachers, to participate in various other extracurricular activities, or for any other such purpose. Only as the administrator indicates his faith and his support of the homeroom period by preventing interruptions will teachers come to regard it highly.

4. The amount of time devoted to the homeroom period should be a flexible and growing or changing allotment. As new activities are incorporated into the homeroom program, the amount of time will need to be increased. As homeroom sponsors come to realize the importance of this period and its possibilities the amount of time should be increased. Ample time should be provided to do the things that homeroom sponsors are expected and want to accomplish.

5. The amount of administrative detail should be limited as much as possible and should be carefully organized. Sponsors should not consider this period primarily an administrative period. The central office should continue its responsibility for caring for many administrative details, and homeroom periods should not be constantly interrupted by them. If necessary, a definite time allotment of this period should be given for administrative activities and there should be few variations from this schedule.

6. Probably in most schools, one protected homeroom period per week is sufficient. In initiating a homeroom organization, it is probable that a single protected homeroom period is all that can be adequately cared for at first by homeroom sponsors and students. If individual counseling and help or a study period seem desirable, a second homeroom period might be added.

### *Day to Be Used for the Homeroom Period*

Secondary schools are not in agreement as to the best day or days of the week for a homeroom period. When an activities period is combined with the homeroom period, several days of the week are devoted to various extracurricular activities and the remainder to the homeroom. Under such an arrangement,

Monday, for instance, might be given over to school clubs, to study, or to administrative activities. Tuesday might be a protected homeroom period for group guidance and for homeroom programs. Wednesday, other school clubs, musical organizations, school council, school publications staff, and allied activities might meet. Thursday might be given to individual counseling and study within the homeroom. On that day, pupils might sometimes participate in other activities outside the homeroom. Friday might be used for school assemblies. There are some advantages in this kind of arrangement. It is a definite aid to the extracurricular activities because it sets aside a regular part of the school day for them and gives them official status. There is another advantage in that the homeroom is definitely tied up with the program of extracurricular activities. This connection is highly important since, in the past, neither the homeroom nor any other advisory agency has had very close or direct connection with the program of extracurricular activities. Such an activities period is flexible and varied enough so that additional time can be given or the amount of time curtailed as the case might be. Those extracurricular activities which cannot be scheduled during a definite period and which need to run for more than a single period might well meet at the close of the school day. There is a distinct advantage in having a regularly scheduled hour period at the same time and on the same day in the school week.

#### PUPIL MEMBERSHIP IN THE HOMEROOM

##### *Selection of Pupils*

Several different methods have been used in schools for the selection of pupils for membership in the homeroom. The factors most commonly considered are:

1. School class
2. Sex
3. Academic ability

4. Curriculum taken
5. Former school attended
6. Heterogeneous selection—random

Division of students into homerooms on the basis of class, sex, by random selection, or by a combination of two or more of these factors is most common.

Another type of organization used in some schools forms a group by including representation from each class. Under this plan, a typical homeroom in a four-year high school would have several students from each of the senior, junior, sophomore, and freshman classes. At the end of the year, the graduating seniors would be replaced by a similar number of incoming freshmen. It is apparent that under this form of organization the pupils spend four years with the same sponsor (in a four-year school). The advantage of this plan lies in the ease with which it can be administered. If the school has a high pupil mortality, students under this plan can be easily replaced by transfer students or by incoming freshmen without greatly disturbing the original homeroom.

It is difficult under this plan to define guidance needs which are sufficiently common to a homeroom group to merit group consideration. Because of the extensive range in the ages, social maturity, physical development, emotional growth, educational needs, and vocational problems presented by such a homeroom group, nearly all guidance will have to be carried on individually. In addition, problems of school routine will have to be cared for individually because the announcement which is needed by the freshmen will in all probability have been made to the sophomores once, juniors twice, and to the seniors three times.

Pupil membership based on school formerly attended, academic ability, or curriculum taken is probably less effective than heterogeneous selection on the basis of school class or sex or both. Sex is commonly used as a factor in those schools employing an equal number of teachers of each sex and where the

specific problems of boys and girls are considered during the homeroom period.

The authors believe that heterogeneous selection of pupils for class groups without using factors of ability, sex, or curriculum provides the most democratic and effective situation for the consideration of group as well as individual problems. They also hold that those problems which cannot be discussed in mixed homerooms should be cared for in group meetings, in the course of those extracurricular activities enrolling only one sex, at special assemblies, and through a program of individual counseling. The selection of students on the basis of class provides a group more nearly alike chronologically, makes possible the consideration of common grade problems, and permits the development of a continuous program of group guidance.

### *Permanency of Homerooms*

There are two major tenure periods for homeroom pupils and teachers. These are designated as temporary and permanent. Pupils in temporary homerooms are reassigned to new groups or to another teacher at the end of a semester or a year. In the permanent homeroom form of organization, the pupils retain the same sponsor all the time they are in that school.

There are several advantages in both types of organization.<sup>7</sup>

#### 1. Advantages of temporary homerooms

a. Homeroom teachers can specialize on the problems presented at a specific grade level. Some teachers can become expert in dealing with freshmen difficulties while other teachers can intensify their efforts in helping seniors, etc.

b. Teachers vary in their interest and ability to sponsor homerooms of various grade levels. Some teachers deal much more effectively with younger children while others are more interested and more capable in dealing with older pupils. If these interests and abilities are considered, the result is increased effectiveness in the homeroom and happier teachers and pupils.

<sup>7</sup> Clifford E. Erickson, "The Homeroom in Selected Secondary Schools," unpublished Ph.D. dissertation, Northwestern University, Evanston, Ill., 1937, p. 456.

- c.* A pupil has a chance to become acquainted with a greater number of teachers. If it is important that a student meet many teachers, the temporary plan is more desirable.
  - d.* Teacher-pupil maladjustments are less likely. If the personality of the teacher and of the pupil clash, the temporary plan provides for a change of sponsors at the end of a semester or a year.
  - e.* With the temporary plan, the pupils have a larger number of homeroom sponsors and their chances of continued poor sponsorship are considerably reduced.
2. Advantages of permanent homeroom plan
- a.* The permanent plan makes intimate contact between teacher and pupil possible. If we consider a teacher as an adviser interested in all phases of pupil development, it is apparent that intimate contact between pupil and teacher is not only desirable but absolutely essential. All the characteristics of the modern secondary school as projected earlier are dependent upon a close human relationship between pupil and teacher. Long continued contact in the homeroom can serve as one means of introducing this needed intimacy.
  - b.* The development of an effective personality is a long-time process and some person in the secondary school should have the necessary continuous contact with each student. It is entirely possible that the effectiveness of the homeroom rests upon the extent to which the personalities of the teacher and pupils affect and change each other.

The homeroom teacher should be concerned with long-time personality changes and developments as well as with short day-by-day variations in behaviorism. If human engineering is to be a part of the task of the homeroom teacher, it is necessary that careful planning and long-time procedures be worked out.
  - c.* The permanent homeroom plan delegates important responsibilities to both teachers and pupils. Teachers are aware that they are responsible agents in the development of this group of pupils for several years. This knowledge will increase the seriousness with which they will approach their problems. Teachers will also recognize the fact that they have several years in which to effect changes and will be much more concerned with the utilization of these opportunities.
- Pupils will recognize the fact that the homeroom teacher



is to be a sympathetic and helpful friend for several years and will be much more interested in adjusting themselves to and utilizing to the fullest extent the advantages of this situation.

d. The permanent homeroom is more efficient. Fewer administrative changes are involved. Teachers are not required to learn all about a new group of students every few months. The information which is acquired about students is accumulated by one individual and is not lost during a transfer period.

e. The majority of students and teachers probably prefer the permanent plan. In a study of 312 sponsors and 2,698 students it was found that 74 per cent of the sponsors favored the permanent plan and 55 per cent of the students favored a permanent relationship with their homeroom sponsor.

The authors are of the opinion that the advantages of the permanent plan far outweigh the disadvantages. Since long-continued and intimate contact is basic to an effective guidance program, the permanent homeroom plan seems superior. Certain suggestions need to be made, however, in order that the homeroom system may not become too rigid and inflexible. Some variations from the permanent plan should be permitted. Those teachers especially capable and interested in working at a particular grade level can usually continue to do so. A plan should be provided so that a pupil can be transferred from one group to another if it seems advisable. It should always be possible for a pupil, a teacher, a parent, or an administrator to request such a transfer. The criterion to be applied in determining whether or not the change should be made is—what is best for the pupil and the school?

### *The Number of Pupils in a Homeroom*

This is usually determined by the number of pupils in the school and by the number of teachers capable of caring for a homeroom. The number of pupils should be kept as low as possible. This can be done by securing as extensive teacher sponsorship as possible, by adding new teachers, and by equal-

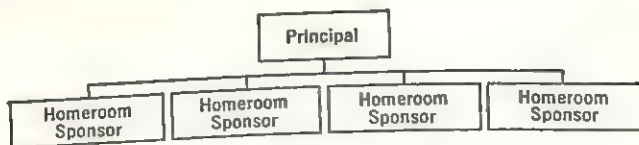
izing the size of the homerooms. In many schools there is a tremendous variation in the size of homerooms. Efforts should be made more nearly to equalize the burden. Pupils are usually assigned to homerooms by the central office. In the smaller school the principal assumes this responsibility while in the larger school the assistant principal, homeroom director, or guidance director may be responsible. With the coming of more extensive teacher participation it is possible that a faculty homeroom committee will select pupils for the several homerooms.

#### THE ORGANIZATION OF THE STAFF TO ADMINISTER THE HOMEROOM PLAN

It is important that the administration look upon the development of the staff organization as an evolutionary process. A definite form of organization should not be superimposed upon the staff nor should a rigid set-up be established too early during the period in which the homeroom plan is being developed. The authors will suggest several different types of organization which are being and which can be used, but each school must determine for itself that kind of an administrative set-up which will be most effective.

##### *The Direct Organization Plan*

Under this plan there are no individuals or agencies separating the principal and members of the staff.

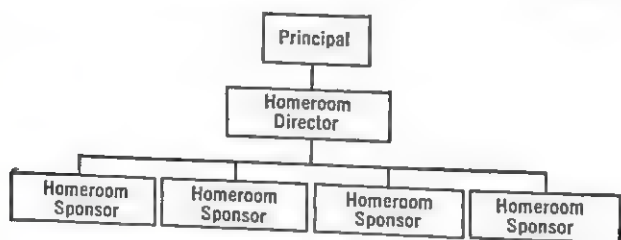


Under this plan, more commonly used in small schools, the principal advises directly with the homeroom sponsors. Not only is the relationship much more direct than in some of the other plans, but also there is less of the authoritarian concept of administration. This plan is also extremely flexible since no

administrative procedures are definitely established. However, in a large school the principal often has too many responsibilities to give personal direction to each homeroom.

### *The Homeroom Director Plan*

Some principals have attempted to delegate the responsibility for the development of the homeroom to a homeroom director. Usually this director has administrative authority commensurate with his responsibility. The advantages of this



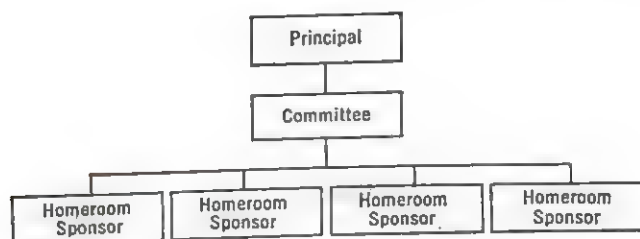
plan lie in these facts: specific attention will be given to the homeroom; specialized help will be made available to the homeroom sponsors; and relief from some of the responsibilities will be given them since the homeroom director can develop materials to be used and can help with the counseling of difficult cases.

Some of the disadvantages of this plan are: the responsibilities of the homeroom director overlap with those of the guidance director, the assistant principal, and other administrative staff members; teachers are faced with the prospect of having an additional administrator; and the homeroom director often assumes responsibilities and cares for problems that should be handled by the individual homeroom sponsors.

### *The Committee Plan*

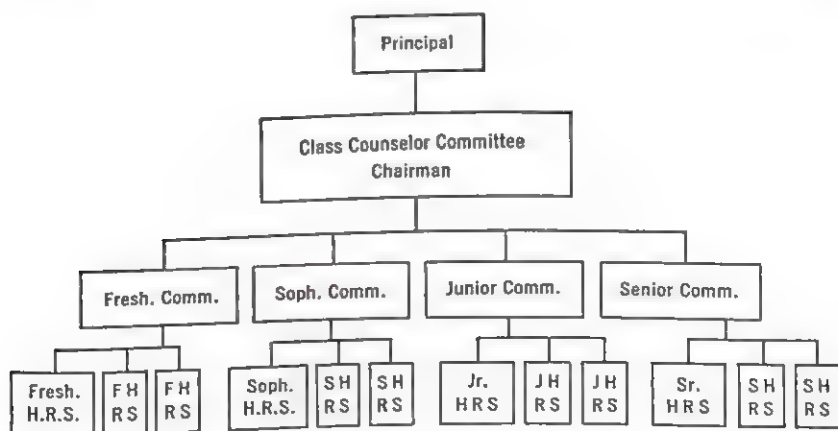
This plan is somewhat similar to the one employing a homeroom director except that the committee is sometimes elected by the faculty and the committee usually does not have the authority vested in the homeroom director. The homeroom

committee will probably serve to determine general homeroom policies, to develop materials and suggestions for the sponsors, and to give general direction to the development of the homeroom. Of course, this plan has the disadvantages which are inherent in any committee system.



### *The Class Counselor Plan*

With this form of organization, a counselor is elected or selected to give specific study to the problems of a particular grade level. This plan is sometimes referred to as the class



homeroom-director plan because each of the counselors becomes a homeroom director for that grade level.

The homeroom sponsors usually continue with their students all the time that they are in school while the class counselors continue to work at a particular grade level. The counselors are

usually given some free time to devote to their responsibilities. These responsibilities might include: development of records and reports, helping homeroom sponsors with difficult problem cases, developing helpful materials to be used by homeroom sponsors, taking an active part in such activities as registration, and serving as a general aid to the sponsors. The class counselors can act in a service capacity to the sponsors without having administrative authority, or they can be delegated specific responsibilities and the necessary authority.

Under such a plan, the principal should attempt to schedule a period during the week when all the class sponsors are free and can meet regularly as a committee to discuss their common problems.

### *Other Plans*

Several other forms of organization are being used in different schools. The Dean of Boys or the Dean of Girls is sometimes responsible for directing the work of the homerooms. In other schools the director of guidance is given the responsibility, while in still other situations the Director of Extracurricular Activities or the Assistant Principal is assigned these tasks.

### *Characteristics of a Desirable Plan*

Since any school must evolve its own form of homeroom organization, it is pertinent at this point to discuss the characteristics of a desirable form of organization. It is important that before setting up a specific form of homeroom organization every administrator consider carefully the basic principles of administration and the local situation. The following characteristics of the plan should be noted:

1. It must be flexible. Such a plan must provide for changes in the school, changes in the purposes of education, changes in personnel, and changes in population. It must be flexible enough to refrain from restricting the individual ability and initiative of the more creative teachers. The plan must be flexible enough to be mobilized



around new problems as they occur. As visual education, health education, or safety education become important factors in school, it must be flexible enough to adapt itself to these newer educational activities. If a serious community problem occurs, the homeroom must be sensitive enough to the community so that such a problem may supersede all other problems of homeroom discussion.

2. It must avoid authoritarian arrangements. The homeroom plan must be as democratic as possible. Teachers must live in this type of administrative arrangement if they are to provide democratic classroom situations. Homeroom organizations might well grow out of teacher understanding and teacher desire rather than being forced from above. Wherever possible, the collective desires of the entire teaching staff should determine the form of organization and the activities. If specialists are to be used, it is necessary that these specialists be freed from authoritarian concepts. They should meet with the sponsors on a basis of equality rather than as superiors to inferiors. Specialists will be effective more because of their personality than because of acquired knowledge and factual information. This personality can be truly efficient only as the specialist and the homeroom sponsor can meet on a common basis.

3. It should provide for wide participation. There are many reasons why it must utilize as many people as possible. In the first place, a truly great school system must use all the ideas of all the people involved, for collective intelligence is far superior to individual intelligence. Wide participation is also necessary in order for the faculty to learn and to have a common understanding of the purposes of the homeroom, the outcomes to be expected, and the activities and problems of other sponsors. Wide participation will insure that poorer sponsors learn from better sponsors. The less effective teacher can acquire a great deal from the more effective ones, but he can do this only if frequent opportunities are provided for mutual contact. In this regard, it is necessary that sponsors feel they are meeting not to teach each other but to solve a common problem. In other words, there must be an outside area of interest so that attention is taken away from one individual sponsor as against another. Extensive participation provides the negative-minded individuals with an opportunity to air their views, to learn from others, to gain new insights, and to evolve a common workable program.

4. It must utilize all the interests and information of the sponsors. If the homeroom is to be truly effective in guidance and in personnel work, it must gather together all the information which

has been assembled by the various teachers and specialists in the school. Guidance counselors must play a very important part in this work. The school nurse, the physical education director, the deans, the shop teacher, the art, music, and other special departments have many contributions to make and much information which is invaluable to homeroom sponsors. A truly effective homeroom must use all these skills, abilities, and knowledges.

5. It must be stimulating to the entire school. Whatever plan is evolved, it must be a far-reaching and invigorating form of organization. It must point out ideals rather than details, possibilities of the future rather than the difficulties of the past. It must enthuse and interest the entire school.

6. It must be effective. It must be efficient in getting work done, and this requires that the principal give rather close attention to the supervision of this evolving form of organization. During its early stages it will need much help, much direction, and much support. The administration can be helpful to the homeroom sponsors during this period of development by working with them to clarify the purposes for which the homeroom is to be used in that particular school.

The development of an effective guidance program in a school is a coöperative task of pupils, parents, community, citizens, teachers, specialists, and administrators. Each school must build carefully. Each school must use its resources and attempt to overcome its limitations. As a school develops its administrative organization, it is necessary to assist each teacher with the carrying out of his responsibilities. The next chapter suggests desirable means of organizing the smaller units of the school to effect a more functional guidance program.

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## Chapter XIII

### ORGANIZING AN INDIVIDUAL HOMEROOM

Considerable attention has already been given to the development of an organized plan of guidance for the entire secondary school. Now the authors propose certain suggestions to aid each teacher in organizing the individual homeroom. The effectiveness of the homeroom plan depends upon the ability, interest, and enthusiasm of each teacher for translating into practice the philosophy of the guidance program. The morale of the school, the smoothness of administrative operations, the good will of pupils—these and many other desirable characteristics of an effective school depend in part upon the success of each individual homeroom unit.

It is essential that sponsors guide pupils carefully during the transition from the classroom, where the responsibility is cared for mainly by the teacher, to the homeroom, where a greater responsibility rests with the pupil. It is unreasonable to expect boys and girls suddenly to become independent, self-governing individuals; the process must be gradual and carefully directed. It will be very helpful to both student and sponsor to spend the first few meetings discussing the purposes of the homeroom, its potential contribution to that group, its relationship to the rest of the school offering, and the organization needed to translate effectively all of these discussions into actual practice. This discussional process should be unhurried, and if necessary, temporary officers should carry on until the students are ready for a permanent organization. During this period the sponsor should be demonstrating vital democratic procedures.

In initiating the activities of the homeroom it is essential that pupils have a feeling of collective responsibility. Students must

feel that the homeroom is partially theirs, that their suggestions, ideas, and criticisms are incorporated into the activities which finally occur. Each student should feel that he has something significant to contribute to the homeroom, that this period has been set aside for students, and that the success of this period depends upon the interest and coöperation of all the students. In a real sense, the homeroom must be a coöperative enterprise.

#### THE SELECTION OF OFFICERS

Few homeroom activities are as important as the process of selecting the students who are to carry major responsibility for the success of the homeroom. In far too many situations the selection of officers is a hurried, unthinking, teacher-dictated process carried on during the first few days of school long before students have had any opportunities to become acquainted with one another. In other situations extensive campaigns are carried on, the harmony of the school is disrupted, and the whole process becomes typical of the least desirable of adult election activities.

The selection of officers provides an excellent opportunity to assist pupils to learn democratic procedures and to analyze their own strengths and weaknesses as leaders. Further, during this selection period the teacher has a chance to stimulate and guide discussions dealing with the development of desirable personal qualities. At the same time the teacher has a chance to begin a study of the pupils and to locate both their needs and some of the experiences that will be valuable in supplying those needs. The first few meetings can well be given over to a discussion of the purposes and general organization of the homeroom. During this period the teacher is learning about the group and can be planning the guidance activities to follow.

In planning the election of officers the authors suggest:

1. That officers be elected only where a definite need exists, when real jobs need to be done, and when students feel the need for such officers



2. That the members of the homeroom have an opportunity to discuss the need for such an office and the qualities needed by a successful officer in that position
3. That the sponsor and the pupils develop certain principles to guide participation (so that all students have an opportunity to participate and so that a few students do not hold all the offices), to develop criteria for the selection of officers, to discuss those citizenship qualities desirable in effective officers; some such materials as the following might be worked out by the pupils to help in attaining the goals described above:

#### RECOMMENDATIONS TO VOTERS

The success of our school government depends on the willingness of its citizens to cast their votes in an honest and intelligent manner. It is very important that officers with the proper qualifications be chosen if we are to have the kind of government we all want. If all citizens vote and if you are guided by the standards suggested below, there will be little need of criticizing our community officials. It is, therefore, our hope that you will consider carefully the suggested qualifications before marking your ballot.

Your candidate should be:

1. A good average student
  2. A supporter of school activities
  3. Trustworthy and dependable
  4. An excellent citizen day by day
  5. Alert and quick to act in an emergency
  6. Enthusiastic on the subject of improving your school
  7. Able to finish those things that he starts
  8. Endowed with initiative
4. That temporary chairmen be selected to carry on the work of the homeroom until the students have lived and worked together for some time. This is especially important if the student officers are to function as important leaders in carrying on a real program of homeroom development. While these temporary officers are functioning, a committee from the homeroom might draw up some suggestions and questions for discussion by the homeroom. The following materials used in a high school illustrate the type of materials and suggestions to be used as a basis for discussion.

A candidate for homeroom office should have my vote because:

1. He always keeps his word.

2. He knocks everything.
  3. He has a clear voice and can hold attention.
  4. He is a law-abiding school citizen.
  5. He never fails to see how stupid other people are.
  6. He is fair and tries to consider the rights of every one.
  7. He has high standards of conduct.
  8. He is polite and respectful to older people.
  9. He "knows it all."
  10. He can't believe that anything can be well done by any one outside of his own crowd.
  11. He puts off all unpleasant tasks until tomorrow.
  12. He sees that there are two sides to a question.
  13. He will stand up for what he thinks right even though he risks being laughed at or being made unpopular.
  14. He would appoint the most capable student to a committee even though it means setting aside the claims of a chum.
  15. He is a good loser.
  16. I ride to school with him.
  17. He has the ability to start things and carry them through.
  18. His conduct is the same whether the teacher is in the room or not.
  19. He cares what kind of character and reputation his school has.
  20. He once helped me out of a bad fix. One good turn deserves another.
  21. He gets down to business quickly.
  22. He is great fun.
5. That the school paper, the assembly, and every other possible means be used to consider the problems connected with the election of effective homeroom officers. Call the attention of the students to the importance of this responsibility. The following editorial appeared in a senior high-school paper and illustrates the type of service the school paper can be expected to render.

#### WHO'S TO BE ELECTED

#### Check Up On Candidates

"And I promise that if I am elected, I will cut homework in half and bring a new deal to the school."

There are better qualifications for a homeroom officer than a glib tongue, specious promises, and a knowledge of the latest jokes. A few questions you would do well to ask yourself before casting your ballot are these:

Can the candidate's grades stand the strain?

Obviously the student of inferior scholarship, who may have to spend

ninth hour in the classroom and must spend much extra time on his housework, cannot devote sufficient time to his job to discharge his duties properly.

Can he spare the time from the team, the publications, or the club?

A team member who must practise every afternoon during the season, or an editor of the paper who must spend four afternoons a week working on it, can hardly spare the time for room activities.

Will he take the initiative, or must the room director prod him into activity when there are matters to be arranged?

A senior president, for example, should be interested enough in his job to know when he must call a meeting and do so before the faculty adviser finds it necessary to remind him.

Do people like him well enough to work for him willingly?

It is quite apparent that the room leader cannot do all the work himself, so that if people do not work for him the room affairs will be hopelessly in arrears.

If the candidate you vote for fulfills these qualifications, you may be sure that your ballot is well cast.

6. That it is advisable for each homeroom to prepare a ballot based upon the qualifications which have been discussed by the group. The following ballot is used in the Herron Hill High School, Pittsburgh, Pennsylvania, and the form can be used as a basis for developing homeroom ballots for each room based upon the traits and qualities decided upon by the homeroom group.

#### OFFICIAL BALLOT FOR ELECTION OF HOMEROOM OFFICERS

On this ballot there is space for ten names—one for each of the traits or characteristics in the right-hand column. We want you to choose the person for each space who has that trait to the highest degree. You may have ten different names or you may find that the same person ranks highest in several traits or characteristics.

First, think of the trait. Then pick the person who is highest in that trait. For example—Trait No. 1 "Plays Fair." You must think who the boy or girl is who always plays most fairly in every situation. When you have decided, write the name in the first space. Next, "Is Cheerful." Now think who the most cheerful person in your room is and write that name down in space No. 2. Do this with each trait until you have picked the persons in your room who are highest for each of the ten traits or characteristics listed below.

<i>Name</i>	<i>Trait</i>
1.	Plays fair
2.	Is cheerful
3.	Is honest
4.	Is industrious—a hard worker
5.	Is an honor student—gets good marks
6.	Accepts responsibility
7.	Stands up for his class or club when they are criticized
8.	Has self-control
9.	Coöperates with others
10.	Has initiative—starts things

In using this ballot the pupils are to select the one person in the room who plays fair most frequently. Likewise they are to choose the name of any person or persons most representative of the other quality traits mentioned. After the ballots are collected, the person whose name is mentioned the greatest number of times is elected to the highest office. The person mentioned the second largest number of times is elected to the second most important office, etc. The most important value of this type of balloting is in the opportunities for discussion which are stimulated. Each homeroom should be encouraged to prepare its own ballots and a great deal of attention should be given to the traits or characteristics of officers which are decided upon. The teacher should be alert to the opportunities for personal guidance. It is almost impossible to give too much emphasis to the careful selection of homeroom officers.

7. In some schools it may be necessary for the administrator to provide a great deal of help to the sponsors during the early life of the homeroom. In such cases some suggestive materials

should be prepared as a guide to those sponsors desiring such materials. Homeroom bulletins might be prepared which deal with the election and duties of homeroom officers. The following bulletin is illustrative of the general type of suggestion which might prove helpful to homeroom teachers and pupils.

#### DUTIES AND QUALIFICATIONS OF OFFICERS

The suggested homeroom program centers about a discussion of the duties and qualifications of officers. This includes an understanding of the qualities necessary for leadership. The homeroom teacher is the logical one to lead the discussion on leadership. Do not have election of officers during the period this topic is discussed. Give time for selection first.

A good leader should:

1. Be dependable
2. Be courteous
3. Have executive ability
4. Be persistent
5. Be democratic
6. Be honorable
7. Have a winning personality.

#### *Regulations for Homeroom Students, Officers, and Class Officers*

1. All officers must have a scholastic average of 85 per cent and no semester grade below 75 per cent.
  - a. Average must include all semesters work that the student has completed.
  - b. Any officer is automatically retired (unless approved by principal) if he or she has a failing mark or an incomplete at any five-week report-card period.
2. In order that experience may be given to the greatest number of students, class and homeroom officers may hold their positions for one semester only.

In general, the officers for each group will be president, vice-president, secretary, and treasurer. The executive officers and the homeroom teacher may act as the program committee; they will select some pupil or pupils to conduct the program each week and give them such assistance as they require.

One guiding principle in the organization of the homeroom is that no officers or committees who do not have definite duties should be selected. It is, however, desirable to place as many homeroom members as possible on active committees to maintain interest in the homeroom offices.



*Duties of Homeroom Officers:*

The president presides at all homeroom meetings. He reads the names of the members of the committee for the next meeting. He introduces the chairman of the committee for that day's program. He meets with all committees. He checks up on the committee three or four days before the homeroom period and again the day before to see that all is in readiness. He assists the officers and the sponsor in the appointment of all committees. He takes care of all business matters pertaining to his own group.

The vice-president presides and performs all duties of the president in case of the latter's absence. He further assists in the appointment of all committees.

The secretary-treasurer keeps a careful record of all proceedings in the homeroom. He assists the other officers and the sponsor in the appointment of all committees. In case there are funds, he keeps an accurate record of all receipts and expenditures. He is prepared to hand his secretarial book to the sponsor, principal, or homeroom director whenever it may be called for.

The sponsor takes charge of the first two or three meetings, or until the homeroom is organized and the committees and officers are functioning. She meets with the president for the appointment of all committees. She checks up for several days before the homeroom meeting, especially the day before, to make sure the homeroom president's duties are properly performed. He, in turn, is reminded that it is his duty to check up on the committees.

The homeroom teacher is the "mother of the flock." She should keep in mind constantly the general welfare of her homeroom pupils; keep informed as to their health, check on their scholarship, and try to ascertain the righteousness of their habits. Since, then, the homeroom teacher is primarily a coördinator, her influence must flow through all the classes in formal instruction in the school in which her particular "homeroom children" participate. Thus through her is correlated the chief aim of education—the development of the child physically, intellectually, and morally.

Since the homeroom teacher leads this discussion, she will undoubtedly place much stress on the desirable qualities of leadership. Perhaps she will be motivated by having had former experiences of trying to run a homeroom with the most popular girl as president, or the football star as president. She should make the homeroom members realize that a good leader possesses leadership characteristics; that they should choose competent officers who will faithfully perform their duties if they desire a successful homeroom.

The election of officers takes place in a regular parliamentary manner. The adviser must see that correct procedure is enforced in every detail.

Laxness on her part will mean unparliamentary procedure on her pupils' part and they will not learn the correct parliamentary method. Usually in such a case chaos and confusion result instead of a well-ordered homeroom program. It is generally surprising how many grown-ups are unable to carry on a meeting successfully in actual life. If they had learned the right procedure in high school, they would be far more at ease in most circumstances.

It would be best for the adviser to take charge of the election of officers at the next meeting and see that it is done properly. The new officers should be corrected immediately before the group, upon committing any errors; they should keep the definite order of business written on the board until it is clearly in mind. If the adviser is not sure of the exact procedure, she will benefit materially by a keen study of Card and Wine's "Come to Order," or Robert's "Rules of Order" or some similar recognized authority. Above all, begin at the first of the year with a well-ordered homeroom, led by qualified leaders—such an organized plan insures success.

#### HOMEROOM COMMITTEES

The homeroom sponsor might well apply some of the suggestions given for the selection of officers to the organization of committees. It is the feeling of the authors that too frequently homerooms have too many committees for which there is no need and whose service to the homeroom has long since ended. In most instances, temporary committees should be selected to carry through specific temporary tasks to completion. No committees should be set up by the sponsor. After a complete discussion of the best form of organization the entire homeroom group should decide whether or not the committee plan is to be used, what committees will have active and continuous responsibilities, and what temporary committees will be needed immediately to carry on some task of short duration. Every officer and every committee member should be kept busy with real responsibilities, and as many pupils as possible should be officers or committee members.

The authors feel that a central executive committee often proves effective in centralizing the responsibility for promoting the activities of the homeroom organization. This executive committee might be composed of the sponsor, the president,

vice-president, secretary-treasurer, and the chairman of each of the permanent committees. This body might be vested with the authority to set up new committees as the needs arise and to disband any committees when their work has been completed. This form of administrative organization has the advantage of interlocking membership—the executive committee has direct contact with each of the committees, and each committee can get the suggestions and coöperation of the central executive committee. In addition, this form of centralized control prevents overlapping and tends to insure more effective administration.

The executive committee should meet frequently and regularly. At times they should meet with other committees in order that they may be informed of the work of these committees and that they may serve as a stimulus to those committees.

After suggesting a temporary administrative organization the executive committee may be interested in recommending a permanent organization to the homeroom group for discussion. The following committees are often used in homerooms. No one homeroom need have all committees mentioned.

1. *Program Committee.* This is a very important group since it takes charge of all programs and seeks homeroom talent and interest. If a vice-president is elected, it will give him some much-needed major responsibilities to serve as chairman.
2. *Social Committee.* This group takes charge of all social affairs, welcomes and introduces all students, helps new pupils make their adjustments, acts as guides for visitors, and carries on helpful activity in the event of sickness or absence of some of the homeroom members.
3. *Housekeeping Committee.* The responsibility of this committee is to care for the appearance and equipment of the room. The homeroom should be an attractive place in which to live. The room will be much more attractive to the pupils if they have had some part to play in suggesting and effecting changes; in bringing pictures, books, plants, to the homeroom; and in discussing with the others the most desirable ways by which the appearance of the room can be changed. This committee can render a significant service.

4. *Attendance Committee.* This group cares for the student responsibilities connected with the taking of attendance. Of greater importance, it assumes leadership in discussing the value of regular attendance and serves to stimulate more regular participation.
5. *Athletic Committee.* If the intramural program is based upon the homeroom, this committee would have charge of intramurals. The committee members should also provide games for some meetings, conduct athletic schools, and serve to stimulate worth-while recreational activities.
6. *Scholarship Committee.* This committee should be concerned with the development of more effective scholarship rather than with the emphasizing of competition for grades. Such a group could carry out discussions on how people learn, how to read most effectively, how to use the library, how to use books, how to take notes, and other such problems which are related to success in academic pursuits.
7. *Citizenship Committee.* This group should be engaged in focusing the attention of the students on the problems of school citizenship. As far as possible this discussion should become specific by making direct application to the homeroom situation. This committee can serve important functions at election time and when the qualifications and duties of officers and committees are being discussed. Such a committee should be constantly concerned with good citizenship as a real, active necessity in the daily activities of the homeroom period.
8. *Locker Committee.* The name of this group indicates the nature of its responsibilities.
9. *Welfare Committee.* This committee is most concerned with the homeroom group as a coöperating member of an entire school interested in helping people.
10. *Publications Committee.* The chairman of this committee should be a member of the school publication staff. The functions of the committee are: to collect and write news about homeroom pupils and homeroom period, to sell publications in the homeroom, and to help pupils use publications more intelligently.
11. *Sales Committee.* To care for all sales, all ticket distribution, and all other school and homeroom sales.
12. *Traffic Committee.* This committee should have representation on the School Patrol and School Safety Committees. The



- group is concerned with traffic problems in the school and in the homeroom.
13. *Library Committee.* This group is concerned with the adequate and effective use by students of the school library, the collection of ideas and suggestions for the improvement of the school library, and the focusing of the attention of students on new materials received by the library. Finally, this committee should be very active in building a homeroom library.
  14. *Cafeteria Committee.* How can the cafeteria serve students better? Why do so few students use the cafeteria? How can homeroom pupils help to make the cafeteria a more quiet and more pleasant place in which to eat? What are the rules and regulations of the cafeteria? Should the manager of the cafeteria come to the homeroom and discuss some or all of these questions? The problems which have been raised indicate some of the activities of the Cafeteria Committee.
  15. *Bicycle Committee.* This group can help the homeroom and the school to care effectively for bicycle problems.
  16. *Finance Committee.* This group is concerned with dues—if any are to be collected—and with special collections if social events are sponsored by the homeroom group.
  17. *Recreation Committee.* This group can sponsor recreational activities and help develop recreational interests. Another very important responsibility is that of searching the school, community, newspaper, radio programs, movie showings, and the like, for the outstanding recreational possibilities and calling these instances to the attention of the homeroom pupils.

In each homeroom the entire group needs to discuss the place, purpose, and activities of the various committees. Although the committee plan has been widely used in school situations, there have been many instances of dissatisfaction with its effectiveness. The tendency to decentralize responsibility, to consume large amounts of time, and in general, to slow up operation have all characterized the use of the committee plan in some schools. However, in spite of the many defects, this plan for extending participation seems to be one of our most common techniques for carrying on the democratic process. The homeroom sponsor will find this phase of the program much more effective if he



allots to some homeroom officer the responsibility for constant promotion and supervision of the work of the committees and if he insures the committees of continuous recognition for their work.

#### TRAINING HOMEROOM OFFICERS

In most schools student officers are elected, but in very few schools are they given any training after election. It seems to be taken for granted that students will after election become able to handle their positions without any particular training. This practice is entirely out of accord with the "developing" concept of education. One of the major responsibilities of the homeroom sponsor is the systematic attempt to aid the student officer. Every available resource and activity should be used to help the student officers gain an understanding of the responsibilities of their offices, learn methods of caring for these responsibilities, and develop the actual skills that are needed. The authors have several suggestions that have been used in real school situations with a high degree of success.

An officers' training course may be sponsored by the school council, a speech or English teacher, or other interested faculty member. This training course should give practical aid to student officers and should deal with the specific problems confronting each type of official. It should meet regularly during the early part of the semester. Some large group meetings can be used to discuss the general problems faced by officers, but these meetings should be supplemented by a series of small group conferences at which the particular problems of each type of officer are dealt with. The following plan for an Officer Training Course was described in a letter to the authors.

Officers' Training Classes  
Senior High School  
Garfield Heights  
Ohio

We learn by doing, and one evidence of intelligent guidance in a school is the permitting of students to assume responsibility in the

control of school affairs. In active participation the student finds real satisfaction in the life of the school and its community. The extra-curricular program of the school affords many opportunities for individual self-expression and the development of initiative leadership.

In Garfield Heights High School, Garfield Heights, Ohio, regular student elections are held in May of each year under the direction of the Student Council. At this time all officers for each organization are elected for the following year. Mimeographed ballots are prepared in advance and a committee appointed by the Council conducts the election. (Homeroom officers are elected in the fall.)

Many students elected to an office for the first time experience real difficulty in completing the assigned tasks. Some have little or no idea of what is expected of them. Others lack experience and feel that to admit this would mean an acknowledgment of inferiority. Many are painfully self-conscious because of these deficiencies. Too often the sponsor expects the new officer to overcome his self-consciousness, if given time, and therefore gives the student no real help. Often this embarrassment is gradually overcome, but not infrequently a feeling of inferiority develops and increases. In any case, valuable time is lost before any degree of efficiency is attained.

To remedy the situation insofar as possible, a training school for officers of all organizations is held. This training school is under the direction of a Student Council adviser in cooperation with the Student Council and is held during the two weeks immediately following the regular elections. Attendance of all new officers is required.

The schedule for these training classes includes three general meetings attended by all officers, followed by three special group meetings and a final general meeting. At the group meetings, all presidents and vice-presidents meet together, the secretaries form another group, and the treasurers compose the third group. Each meeting is held during a regular forty-minute class period. Officers are excused from regular classes to attend the training classes.

The purpose of the training classes includes the following: To outline (a) the rudiments of parliamentary law, (b) the duties of each of the major offices and their relation to other offices, and (c) the characteristics helpful to the different officers (i.e., of presidents, vice-presidents, secretaries, and treasurers) in the efficient performance of the separate tasks.

The president of the Student Council is chairman of the general meetings. During this time the following topics are discussed: (a)

fundamentals of parliamentary law, (b) motions, (c) order of business.

These general meetings are followed by a series of group meetings at which are discussed the duties of the particular office represented, and its relation to other offices in the complex school community. At these meetings time is taken to list the characteristics which a good officer (i.e., president, secretary, or treasurer) needs to develop. The president of the Student Council may speak to the group composed of presidents and vice-presidents emphasizing the value of a knowledge of parliamentary law and the importance of its strict observance at each business meeting. The faculty treasurer may talk to the group of treasurers one period and explain the system for keeping accounts used in our high school. He may also emphasize the importance of keeping accurate, up-to-date records and outline the procedure to be followed by treasurers in depositing funds with the school treasurer.

At each of the above meetings, outlines of the discussions are mimeographed and presented to each officer for future reference. A chairman is elected from the group of presidents to preside over the final meeting. This is usually a "mock" meeting at which all secretaries are required to take notes, write up the minutes in correct form, and hand them in to the sponsor for criticism and corrections.

At the end of the period, a written statement is required from each officer. Criticisms and suggestions for the next semester are invited. These are tabulated and used in further extending the course the next semester when similar classes are held for homeroom officers in October.

The authors feel that fruitful leadership can result from an effective series of meetings at which the problems of officership are discussed. Somewhere in the program of every school it should be possible to sponsor a series of meetings of the kind described.

A second plan has also been used with excellent results in several schools. Sheets of instructions for each officer have been worked out and mimeographed. The instructions which follow are those given each homeroom president in the Gladstone Junior High School at Pittsburgh. Similar sheets have been devised for the other officers. These instructions can be worked

out through the officer-training classes, by the school council, or by each homeroom. Preferably, each homeroom group should discuss and work out the plan of procedure for the officers and this should be changed as new conditions appear. The important benefit to students comes from the development of their own organization.

### GLADSTONE JUNIOR HIGH SCHOOL

## MODEL SHEET FOR HOMEROOM PRESIDENTS ON HOW TO PRESIDE

- I. *Call to order*: "This meeting will please come to order."
- II. *Roll call*: "The assistant secretary will call the roll." [If the assistant secretary is absent, the secretary calls the roll.]
- III. *Minutes*: "The secretary will read the minutes of the previous meeting." [If these were written by the assistant secretary let the assistant secretary read them.] "You have all heard the reading of the minutes. Are there any additions or corrections?" [Pause] "If not, the minutes stand approved as read." [If corrected]: "Are there any further corrections?" [Pause] "If not, the minutes stand approved as corrected."
- IV. *Reports*:
  - A. *Officers' Reports*: 1. The President's Report: "In Council this week we . . . . ."
  2. [Call for the reports of any other officers you see fit.]
  - B. *Committee Reports*: [Call for the reports of any committees you so desire.]
- V. *Old business*: [This is any work left incomplete at the last meeting. You should carefully examine the minutes of the previous meeting BEFORE homeroom period begins to determine what old business there may be for this meeting.]  
"The old business before the group is . . . . ."
- VI. *New business*: [This is any type of discussion, program, etc., which the group may wish to bring before the meeting. In well-organized homerooms, this is planned before the meeting and presented by the homeroom teacher rather

than the president. It should be led by the homeroom teacher. You are not old enough to do this well.]

VII. *Adjournment*: "Is there a motion for adjournment?"  
[Pause]

If made: "A second?" [Pause]

If made: "The motion to adjourn has been made and seconded. Those in favor signify their assent by saying Aye." [Pause]

"Opposed, the contrary." [Pause]

"The motion carries and the meeting is adjourned." [or]

"The motion is defeated. The floor is open for further business."

Homeroom secretaries are also given help in writing their minutes.

### GLADSTONE JUNIOR HIGH SCHOOL

#### SAMPLE SET OF HOMEROOM MINUTES FOR GUIDANCE OF NEW SECRETARIES

*Call to order*: The regular meeting of the 8A7 class was called to order by the President, Nick Montour, on Thursday, March 19, 1936 at 2:25 P.M.

*Roll Call*: Upon call, the following were absent: Marion Toth, Louis Filip, and John Smith. All were absent from school. Alice Jones was excused to do cabinet work in the Activity Office.

*Minutes*: The minutes of the previous meeting were read and approved as read.

#### *Officers' Reports*:

- a. *President's Report*: President Nick Montour reported that he had represented the class in Council this week. In Council, the presidents discussed traffic regulations. The President also reported that the coöperation of the class during the previous week had been excellent.
- b. *Treasurer's Report*: The Treasurer of the class reported that twelve pupils had banked on Tuesday, an average of 34 per cent for the class.



- c. *Clean-Up Officer's Report:* The report of the Clean-Up Officer was given by the assistant, Harry White, in the absence of the officer concerned. This report was to the effect that the class had failed to pick up the towels in the boys' division in the weekly swimming class.
- d. There were no other officers' reports.

*Committee Reports:*

- a. *Bulletin Board Committee:* The newly appointed Bulletin Board Committee was not prepared to give a report.
- b. *Blackboard Committee:* The committee chairman, Nelson Menas, reported that a member of his committee was washing the board each day.

*Old Business:* The President turned the new business over to the homeroom sponsor, Mr. Clements. Mr. Clements then led the class in a discussion of school cleanliness. The discussion was organized around the following points: "Cleanliness in the Classroom," "Cleanliness in the Halls," "Cleanliness in the Cafeteria," "Cleanliness in the Lavatories," "Cleanliness in the Auditorium."

It was decided by the class to spend the next homeroom period in a discussion of "Cleanliness in Speech."

*Adjournment:* Upon motion, the meeting was adjourned at 3:05 P.M.

Respectfully submitted,  
MARION ATWELL, *Secretary*

Approval: J. T. Clements  
Homeroom Sponsor

### PARLIAMENTARY PROCEDURE

Each homeroom can develop its own operating code or set of policies for parliamentary procedure. Homeroom lessons, programs, and dramatizations can be used to promote intelligent understanding of parliamentary procedure. The topics which follow illustrate the types of materials which developed out of extensive discussions dealing with the best methods of parliamentary procedure. Each homeroom should be encouraged to carry on its own discussions.

#### TOPIC: *Parliamentary Procedure*

One of the aims of the homeroom is to teach students orderly social procedure. While parliamentary law sometimes seems to be

tedious and formal, no substitute for it has been found for controlling the proceedings of a group meeting. Therefore, it is absolutely necessary that the students use it in their homeroom meetings. The lack of skill in parliamentary procedure can be corrected only if we create a desire on the part of the student to do things in the proper way. If we point out to them that all group meetings (Congress and similar groups) use parliamentary procedure, it will help to create a desire on their part to master the technique of the proceedings.

In order to assist in setting up the minimum in the way of parliamentary procedure, the following simple rules are given. Regardless of the amount of previous training a group may have had, a review of parliamentary law is always helpful. It will mean that throughout the year all business meetings will be conducted in an orderly and proper manner.

A. Some hints on parliamentary rules:

1. There should be only one question considered at a time. The question should be put as a motion, seconded, and stated by the presiding officer, after which it is discussed or debated.
2. To make a motion or to talk on any proposition the speaker must rise, address the chair, and be recognized.
3. No second chance is given a member to speak until all members who desire to speak have had their first chance. All remarks should be addressed to the presiding officer rather than to a member of the group.
4. If a question is brought before the meeting, it must be either rejected, adopted, placed on the table, or withdrawn by the person making the motion.
5. If a motion is amended, the amendment is voted on before the original motion is disposed of.

B. Order of business in a regular meeting is as follows:

1. Call of order (roll call)
2. Minutes
3. Reports of officers
4. Reports of committees
5. Unfinished business
6. New business
7. Program
8. Adjournment

### C. Duties and rights of member:

#### Duties:

1. To obtain the floor before speaking
2. To stand when speaking
3. To keep upon the question pending
4. To yield the floor to calls for order
5. To abstain from personalities in debate
6. To avoid disturbing in any way speakers of the assembly
7. To refrain from all words and acts of indecency

#### Rights:

1. To offer any motion or resolution to the assembly
2. To explain or discuss that motion, or any matter properly before the meeting
3. To call to order, if necessary
4. To hold the floor, when legally obtained, till through speaking
5. To appeal from the decision of the chair to that of the assembly

### D. Officers and duties:

#### President:

1. To call to order
2. To sustain order
3. To explain and decide all questions of order
4. To announce all business
5. To receive all communications
6. To appoint committees
7. To put all questions to vote and give results
8. To state all motions
9. To decide a tie vote
10. To give his signature when necessary

#### Vice-President:

1. In absence of President, to take chair

#### Secretary:

1. To keep a record of proceedings
2. To write all letters, orders, etc.
3. To call roll and mark absentees
4. To read all papers and documents
5. To read minutes of previous meeting
6. To notify committees of their appointment and business

7. To give his signature when necessary
8. To keep charge of all documents belonging to the society

**Treasurer:**

1. To receive and hold all moneys due to the organization
2. To disburse all moneys as the society may direct
3. To report in full for all moneys as often as the society may ask

**TO HAVE A GOOD BUSINESS MEETING EACH PUPIL SHOULD LEARN**

1. To stand if he wishes to speak
2. To wait until he is recognized by the presiding officer before beginning his remarks
3. To make a motion whenever he wishes to bring up a matter for discussion, beginning with the form. "Mr. President, I move," etc.
4. To second a motion promptly
5. That a motion must be made and seconded in order to bring a subject to vote, but that the making of it does not necessarily mean that it will carry (It merely brings the matter up for discussion.)
6. That a nomination need not be seconded
7. To move that nominations close, if he wishes to bring about a vote
8. Not to express his opinions privately to his friend, but to stand and say what he thinks, for the benefit of its effect on the discussion

**THE PRESIDENT SHOULD LEARN**

1. To stand when he calls the club to order or puts motions
2. To call the meeting to order in a dignified way, such as will give tone to the business meeting as a whole
3. That he is responsible for order
4. To see that the secretary *pro tem* is elected or appointed if the regular officer is absent
5. To have an order of business and follow it
6. To recognize a pupil by name if one stands to speak
7. That so long as he is in the president's chair, he is the head of the meeting and may not make a motion, though he may mention a matter and ask for a motion

8. That a motion must be made and seconded before he can call for or put it to a vote (If it receives no second, it is lost and need not be put to a vote at all.)
9. That he should call for remarks before putting a motion to vote
10. That he should repeat the motion when putting it before the club
11. That when a motion is being considered no one may bring up another matter for discussion until the first one is decided upon
12. That where the question is important and no ballots are used, it is best to call for a rising vote
13. That calling for a show of hands or rising vote will help if pupils are lazy or indifferent in responding "yes" or "no"

A continuous study and self-evaluation by the homeroom concerning its own parliamentary effectiveness should be carried on. The organization of the meetings should be adjusted to the developing abilities of the students. Every few weeks attempts should be made to improve the procedures used. The following questions illustrate the type of problems which can be raised for discussion to develop a more intelligent student body and to devise new procedures.

The following list of review questions can be used by each homeroom for discussional purposes:

1. Why is it important that all homeroom meetings be well conducted?
2. Why is it important that every member of the homeroom, as well as the officers, know how to take charge of and conduct a meeting properly?
3. What is meant by decorum in a meeting? What is essential to provide this?
4. What should be the characteristics and actions of a good chairman?
5. At what times should the chairman sound his gavel?
6. What is meant by "Giving a person the floor"?
7. What should the chairman do if he wishes to present a motion or discuss at length some problem before the meeting?



8. How should the chairman recognize or address members in homeroom meetings? Why?

9. How should the chairman be addressed? Which form is preferable in the homeroom meetings? Why?

10. In case several members desire the floor at the same time, whom shall the president recognize first?

11. If parliamentary procedure is used, is there a need for courtesy in handling the meeting?

12. Who may rise to a point of order? What do you as a member do if you wish to rise to a point of order in a meeting?

13. How does the chairman handle points of order?

14. What is a motion? Distinguish between main motions and subsidiary motions?

15. What circumstances frequently give rise to motions?

16. What is a resolution?

17. What are the chief difficulties in stating a motion? How may they be overcome?

18. Should motions be written out? If so, when? Does the secretary have the right to request that a motion be written out and handed to him? If so, under what circumstances?

19. Is it necessary for motions to be seconded? If so, is a formal second of the motion necessary in homeroom meetings? How should the chairman handle a situation like this?

20. What does the chairman do immediately after a motion has been made and seconded?

21. Is it important that the chairman state the motion exactly as it is made? Can we always do this? How?

22. What does the chairman do in bringing the motion to a vote? What does he say? What does the chairman say after the vote has been taken?

23. Should the chairman give those opposing the motion an opportunity to vote, though it is obvious that there is a majority in favor of the motion when he says, "All those in favor please signify by (the usual sign)"? Why?

24. What is the purpose of the motion to amend? Is it handled in the same way as the main motion?

25. Is the motion to amend debatable? May it be amended?

26. May an amendment be amended? May an amendment to an amendment be amended?

27. What general rules should the chairman follow in handling such cases?

28. Under what circumstances is the motion to commit, or to refer to a committee used?
29. Is the motion to commit debatable?
30. What happens if the motion to commit is passed? If the motion to commit is lost?
31. Under what circumstances would the motion to lay on the table be used?
32. Is it debatable? Is it amendable? How does the chairman handle this motion?
33. What happens if the motion to lay on the table is passed? Lost?
34. When is the motion of the previous question used? What is the meaning of this motion?
35. May the motion of the previous question be used in the case of any motion, or does it just refer to the main motion? If some one moves the previous question during the discussion on an amendment to be the main motion, what does he mean? Illustrate.
36. Does it require a second?
37. If some member of the assembly, in proper order, says "Question," is this the equivalent of saying, "I move the previous question"?
38. What happens if this motion is passed? If lost?
39. What is the motion to reconsider? When is it used? Who may make it? When may it be made?
40. What is the effect of the carrying of a motion to reconsider? How is this procedure carried out?
41. How may voting be done in homeroom business meetings? What method is best for most purposes?
42. When should a written ballot be taken?
43. When does the chairman vote?
44. What is meant by an "Order of Business"? Why have one?
45. What are the various steps in the order of business which we use?
46. What does the chairman do and say in calling the meeting to order?
47. What does the chairman do and say in reading and approving of the minutes? How may corrections or additions be made?
48. How are committee reports handled? Should the chairman ever turn the meeting over to a committee chairman for the discussion of a committee report? If so, when?
49. How should the chairman take up unfinished business?

50. How should adjournment be handled in homeroom business meetings? Why?

The school library and the homeroom library should collect a selected list of helpful materials dealing with the problems which have been discussed. A school might use a circulating homeroom set of materials which could visit all of the rooms during the year. The school paper, handbook, assemblies, and other media can be used to inform students. These projects should serve real guidance needs.

The school council, social-studies classes, or individual homerooms can organize demonstration teams. These teams can visit any homeroom interested in observing parliamentary procedure in actual practice. The school council should serve as an active clearing house for ideas and suggestions from all of the homerooms and should serve to stimulate the homeroom representatives to greater activity.

The preliminary organization of the homeroom, the effectiveness with which the students enter into the discharge of their own responsibilities, and the opportunities provided for leadership training are determining factors in estimating the success of the organization of the homeroom. During this period of organization it is important to "make haste slowly."

#### THE BEGINNING HOMEROOM PROGRAMS

##### *Suggestions and Activities*

The authors believe that the first few homeroom programs are very significant in determining the nature of future activities and in determining the attitudes taken by students. Often, a sponsor will regard the homeroom period as a responsibility of the pupils alone and will not give personal supervision or suggestion to this period. Some pupils are accustomed to classroom situations in which pupil responsibility for planning is often a minor factor, but it is illogical to shift the entire burden to the pupils at the beginning of the semester. Therefore, it seems

desirable for the sponsor to take considerable initiative in preparing for the first few homeroom meetings.

### *Getting Acquainted*

One of the most necessary early activities is that of establishing a friendly home-like atmosphere in the homeroom. The sponsor might wisely spend an entire period helping pupils to get acquainted with each other and with the sponsor. Several devices are often used to facilitate this process. The students in the front and back seats in each row might divide the pupils in each row, learn their names and other important facts about them, and then introduce their guests to the others. The person sitting in the front seat might introduce the four or five people sitting directly behind him to the person in the last seat, and then the process is reversed. Name games of various kinds are common and can be effectively employed. Anecdotal incidents about each other also tends to raise the level of comradeship. It is important that students come to know each other and that they enter into the spirit of the occasion. The sponsor should also enter into the spirit of the occasion and participate as a member of the group. If the same pupils were together the previous year, they may renew old acquaintances, discuss vacation experiences, and swap stories.

### *Learning About the School Building and General Rules*

The orientation to a large high-school building is often a difficult adjustment for some pupils. If the homeroom students are coming to the school for the first time, the sponsor can profitably spend a full period acquainting them with the building. A floor plan map will be of real service to students entering large schools. If possible, a diagram of the school with other necessary information should be given to pupils a week or two before they come to school. During the homeroom period the sponsor can conduct the pupils on a tour of the school plant, bring in outside speakers to discuss the use of the

building (custodian, cafeteria manager, librarian, older students, etc.), and stimulate a homeroom discussion relating to this problem. The following bulletin illustrates the simple type announcement that can be given to students in smaller schools.

### THINGS TO REMEMBER

#### General Announcements to All Students of David H. Hickman High School

1. Rooms 100-114 and the cafeteria are on the first floor. Rooms 201-215 and the library are on the second floor. Odd numbers are to the East and even numbers to the West of the North door and the library.
2. Lockers are numbered consecutively from the East rear door around the corridor and back. The second-floor lockers begin with number 314 at the head of the East stairway and follow the same plan as those on the first floor. A deposit of \$1.00 is required for each locker. The deposit may be left for the entire time students are enrolled in the school or may be withdrawn at the close of the school term or when leaving school. A twenty-five cent (25¢) fee will be charged for the period of use of locker whether it is a year or three years. It is desirable that each student have his individual locker. Locker fees should be paid to Miss Crawford, secretary to the principal.
3. Roll call is 8:25 daily. Avoid tardies by being prompt. Few tardies are excusable. The doors are open at 7:55, but the building is not open South of the gates until the 8:15 bell rings.
4. When you are absent, bring a written excuse from home to the office and receive an admittance slip to classes. Slips are to be secured between the hours of 8:15-8:25 or during noon recess. *Parents should state reason for the absence in writing excuses.* In case absence is due to contagious disease, a certificate from a physician will be required before admission is granted.
5. No one will be excused from participation in Physical Education classes unless a doctor's certificate is filed. Excuses from family physicians are held subject to final approval by the school physician.
6. *The use of tobacco in any form is prohibited on the grounds or in the building.*
7. *Students are not to leave the grounds during school hours unless permission is granted by the office or by a teacher.*



8. In passing to and from the building, use the walks and driveway. *Do not cut paths across the grounds.* Help keep them attractive. We need your coöperation.

9. A written statement from the parent or guardian will be required of all students who leave the grounds for lunch whether to go home or to a near-by store. This permit should be filed with the roll-call teachers. Permits for occasional trips will be granted at the office, when requested.

10. Riding at the noon hour will not be permitted except as students go to or from the home for lunch.

11. Students will not be permitted to sit in parked cars on the grounds at any time during the school day. This naturally includes the lunch hour. Lunch rooms are provided for all who bring lunches from home and these should be used with due regard for the teacher and class following lunch period.

12. City and state ordinances prohibit riding on the outside of cars.

13. A registration of all cars will be called for in the near future. Inform yourself of your city and state license number whether you drive your car to school daily or only occasionally. This is asked for as a means of general protection. Parking of cars will be under the direction of Mr. Barnes. Please coöperate with him to insure the best parking plan and to avoid congestion at the closing hours. Leave aisles open where designated and ask that taxis or those coming for you do not block the exit of any car in the parking space.

14. Boys should not ride bicycles other than their own without the consent of the owners. Owners are requested to report any offense to the office promptly. Racks are provided for bicycles to insure their safest position. These are on the West side of the building. Bicycles must not be parked elsewhere.

15. Tradition has set aside the balcony for the seniors at all assemblies. Sections will be assigned each homeroom before the first regular assembly and members of these groups are to sit in assigned seats at all times, unless on the program. Teachers are to report attendance at assemblies as at any other class.

16. The Parent-Teachers Association meets monthly. Interesting programs are provided. Ask your parents to join and attend the meetings. Membership fee is 35¢.

17. Parents must file permits in the office for all students who attend out-of-town games during football and track season. These

excuses must be filed by 3 P.M. the day preceding the game. Grades of M or better are required of all who ask to be excused.

18. Every student of Hickman High School has the reputation of the school in his hands. By your study habits, your conduct on the way to and from school, and your general school citizenship, this high school is known. BE A BOOSTER.

Older students can be invited into the homeroom to tell the newcomers interesting things about the school. A very worthwhile period can be spent in a discussion of the history of the school, the origin of its name, location, etc. The authors have witnessed some very stimulating programs of this kind.

### *Learning About the Activities of the School*

During the early part of the semester students will need to choose certain extracurricular activities, to begin planning the subjects to be taken during the next semester, to understand the rules and regulations of the school, and to become acquainted with the school policies concerning subject activities (testing, grading, homework, etc.). These topics can be discussed during the homeroom period.

The school handbook makes an excellent reference for this purpose and usually contains a great deal of material suitable for homeroom discussion purposes. The table of contents from one such handbook indicates the nature of material most of which is suitable for homeroom discussion. (Evanston Township High School, Evanston, Illinois.)

## THE PILOT of Evanston Township High School

### CONTENTS

#### Introduction

Calendar of the Year  
Facts You May Not Know  
Bell Schedule

Fire Drills  
Courtesies

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Murals and Art Collections  
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Board of Education  
Administrative Staff  
Homeroom Directors

Faculty Members  
Office Staff  
Program Card  
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Each of the sections in this handbook is worthy of study by the pupils. If necessary, the homeroom sponsor can develop a simple handbook of the mimeographed type to be distributed to all of the pupils.

It will also be helpful to the pupils to give them materials indicating the educational resources of the school and suggestions concerning the fullest utilization of these resources. As an illustration of such a bulletin the following very helpful bulletin was given to the students in the New Trier Township High School located in Winnetka, Illinois.

### EDUCATIONAL RESOURCES IN NEW TRIER TOWNSHIP HIGH SCHOOL

Library: East Front Wing.

It contains about 18,000 books including all current contemporary literature, all variety of magazines, and an educational library of 200 books.

Museums:

*Science:* Room 110

It is a better collection than most small colleges.

*Social Science:* Room 342

This exhibit was used at the late World's Fair and also contains student models.

*Art Exhibit:* Rooms 435-436

The work of murals and pictures is to be found in different halls and rooms.

*Music Department Display of Instruments* (Mrs. K.): Room 411

It is probable that this is one of the finest exhibits in existence.

*Department Laboratories:*

*Stagecraft:*

Close to room 435

*Home Economics:* Rooms 425, 426, 427, 428

It contains four model kitchens with a suite of rooms containing living-room, bedroom, kitchen, and dining-room.

*Physical Education:*

Gymnasium and playing fields.

*Manual Training and Metal Shops:* Rooms 196, 197

*Foreign Poster Display:* Third Floor

It is located in different rooms.

*Science:* Rooms 121-141

It contains a new arrangement and the best equipment.

*Radio Broadcasting Room:* 107

There are facilities to contact others over the air.

*Journalism Room:* 407

It is the place for school publications.

*Assembly:* West Front Wing.

It contains a good stage.

*Swimming Pool:* Located in the basement.

It is 60 feet by 75 feet and runs to a depth of 10½ feet.

*Girls' and Boys' Club Room:* Gymnasium.

*Visual Aid Material:*

For use and information see Mr. R. in office 214.

*Community Visits:*

For information see Miss S.

It will be possible to make visits to the school by appointment with class instructors.

*Discussion of the Purposes of the Homeroom*

During the early period or periods, the sponsor can trace the development of high schools, the history of the homeroom, the methods by which it came into being, and can finish this part of the program by a general discussion of the purposes and possibilities of the homeroom. Out of such a discussion the students can be encouraged to write a constitution, a statement of principles, or a homeroom bill of rights. It is important



that the pupils recognize the significance of the homeroom.

Some homerooms have increased the enthusiasm of their members by the creation of homeroom plaques, mottos, songs, creeds, rituals, and identification cards. It may stimulate a feeling of greater participation if each member is given an identification card indicating homeroom membership and including a statement dealing with the responsibilities and the privileges enjoyed by these members.

In many cases these activities encourage group solidarity and also provide a background for many of the homeroom programs and other activities to be carried on by the room. The following ritual is illustrative of a code which provided a central theme of interest for the entire year and made this room a distinctive one.

*President:*

Life is a journey and we are all on a pilgrimage. But the most untiring explorer cannot exist and be always journeying; desire awakens in his heart to find a resting place, a fixed dwelling for peace and the affections of home. Our first year in Hickman High School we considered ourselves as *Builders*—we whetted our tools, and we began constructing personality. We shall endeavor this year to build a home, a "House Beautiful" in which our ever growing personalities may reside.

*Vice-President:*

What does our symbol "House Beautiful" signify?

*Secretary:*

A house is first a shelter; second, a resting place; and third, a revelation of the character of the people who live in it.

*Members:*

Why shall we consider shelter and comforts of home first?

*Council Member:*

He who lacks the shelter of home lacks everything. To picture the depths of want, we say of a man that he is homeless. If you would paint a perfect picture of happiness, you may find it in an

unbroken family circle, old and young together, under the protecting roof, around a cheerful fire, where the evening meal is singing in the kettle.

*Welfare Chairman:*

The word *dwelling place* does not have the same meaning as the word *home*. A person may dwell in a palace and be a stranger there, or he may live in a hut and be at home. The home feeling depends on whether peace and rest and affection are found within the dwelling place. Our "House Beautiful" must be a place where we can find rest.

*Members:*

Is it possible that in our study of what constitutes a "House Beautiful" we may be able to discover how homes reveal the character of the people who live in them?

*President:*

Yes, the style and arrangement of furnishings and pictures, the "den," even the flower growing in the window—all bear the human stamp. From the most modest and primitive shelter to the perfectly appointed house, every dwelling place reveals the soul of its inhabitants. Man has need of creating a world in his own image, and his dwelling in this world in miniature.

*Treasurer:*

From what source may we get instruction in the art of building our "House Beautiful"?

*Program Chairman:*

In their poems, dramas, and narratives—poets, novelists, and historians have tried, each in his own way, to put into words something of that "charm from the skies" which every one associates with home. We may also learn from observation, and from words of instruction and advice from our neighbors and friends who are home builders.

*Secretary:*

What is our motto?

*Members:*

"Build thee more stately mansions."

*Music Leader:*

It doesn't make any difference how rich we get to be,  
How much our chairs and table cost, how great our luxury,

It will not be home to us, though the palace of a king,  
Until somehow our souls get wrapped round every blessed thing.

*President:*

Let us build our house by the side of the road—  
Where the passersby we see  
Some good, some bad, some weak, some strong.  
Wise, foolish—so are we.  
Then let us not sit in the scorner's seat  
Or hurl the cynic's ban.  
Let us live in our house by the side of the road  
And be a friend to man.

An activity of this kind impresses upon the student the fact that the homeroom period is not just another period. To create the impression more completely the pupils should attempt to change the appearance of the room, to make it more homelike, and to make it their homeroom. Room colors, homeroom newspapers, a magazine and book shelf, plants and curtains, pictures and comfortable furniture can all be used to make the room more distinctive.

A homeroom identification sheet can also be shown after these preliminary discussions have been carried on in the homeroom and after the officers have been chosen. The important factors to be remembered during this organization period are the need of mutual acquaintance, the complete understanding of the purposes of the homeroom, the development of a feeling of coöperative ownership, and the careful election of capable officers.

## GLADSTONE JUNIOR HIGH SCHOOL

### IDENTIFICATION SHEET

*To All Our Homeroom Visitors*

This is room . . . . ., the home of the . . . . . class. There are . . . . . of us enrolled, all good Gladstonians.

Our Homeroom Sponsor Is:

. . . . .

*Our Homeroom Officers Are:*

President .....
Vice-President .....
Secretary .....
Assistant Secretary .....
Treasurer .....
Assistant Treasurer .....
Clean-Up Officer .....
Assistant Clean-Up Officer .....
Sergeant at arms .....
Librarian .....

You are welcome to our room. Please respect our homeroom by leaving it in good condition.

*Electing Homeroom Officers*

By this time the students are well acquainted with each other and with the purposes and activities of the homeroom. The problems connected with the selection and training of officers, the development of an adequate system of parliamentary procedures, and the establishment of a system of committees have already been discussed in the beginning of this chapter. Up to the present time the homeroom period has been officered by temporary student leaders. The students should now be ready to select their permanent leaders and to develop a system of procedures to carry them through the semester. It is very important that this election be carried on as seriously and as effectively as possible.

As soon as the election has been completed, the officers should take the oath of office. If possible, a distinctive and impressive short ritual should be developed by the group. The officers should pledge their best efforts on behalf of the group and the students should publicly pledge their support to the successful candidates. This recognition of mutual responsibility will indicate the need for coöperative action.

The committee organization can next be initiated if this plan is to be used. Much thought and discussion should precede all of these actions, however.

### *Developing a Plan of Parliamentary Procedure*

The homeroom should now be ready to discuss and establish the procedure by which the meetings are to be carried on. Considerable attention has already been given to this problem in the early part of this chapter, and it is only necessary to call attention to the desirability of having the pupils work out their own plan of procedure and encourage them to establish a flexible plan, subject to constant scrutiny. Several of the books on parliamentary procedure will be helpful during this period.

### *The Rôle of the Citizen in the School*

After the organization of the homeroom has been completed and an effective procedure developed, the entire group might consider the long-time program for the next few months. The long-range consideration can be initiated by a series of meetings devoted to the rôle of the citizen in the school. This topic can be used to start the semester's meetings, or it can be enlarged to include the activities for the entire semester.

To illustrate this type of activity, the following materials from Crane Technical High School in Chicago are included. Mr. H. H. Hagen, the principal, and Mr. N. L. Samuelson of the Personnel Department carried on a study of the 5,300 boys. "The Code of the Good Student" is a compilation of the responses of these students and represents their point of view.

#### THE CODE OF THE GOOD STUDENT

That person who lives a good life is the good student. Living a good life is an involved, complex, and comprehensive undertaking, yet exceedingly simple in its elements. There are two basic features or divisions to be considered. They concern first, the individual or self, and secondly, society or the social order. Because every thought, word, and deed of which we are capable has an immediate or remote bearing upon others as well as ourselves, we must consider the character and personality implications which are relative to the subject.

The good act is one which creates as many and as worthy satisfactions as possible for as many people as possible over as long a time



as possible. The rule holds for every race and nation, every age of man. The good character is one who continuously acts in such a way that from his actions flow the results which enrich the living of all those who are affected, over as long a time as the influence of his actions persist.

Our problem in living a good life is to discover or create a way of living which conserves and produces as many values as possible for as many persons as possible over as long a time as possible. The type of personality which is to be cultivated as the ideal or the goal of the educational process, that is, the characteristics which the good student should possess or acquire, include certain abilities, appreciations, attitudes, and understandings which enable him to function and adjust effectively and happily—to do his part and take his place in the world. These are briefly summarized in the pages which follow.

### *The Abilities of the Good Student*

The good student has the ability to organize and integrate his life around worth-while purposes. This implies the ability to meet daily situations and to make the choices that result in the most good to the greatest number; to meet the temptations of life by directing his energy into wholesome channels, and to practise self-control, the restraining of undesirable impulses. It consists in directing one's life with a decreasing amount of supervision, with a maximum of motivation and self-starting power. It includes the ability to modify one's attitudes and ways of living in harmony with new truths and new experiences. Coöperation with other people, and the gaining of satisfaction through associations and contacts should result in a broader vision and respect for personality.

### *The Appreciations of the Good Student*

Appreciations that the good student should possess include the contributions and sacrifices, the heritage of the past—the ideals, the achievements, the ways of living of the older generation and of the race as a whole. Here respect for superiority and authority are implied. Appreciation for, and loyalty toward the taken-for-granted or accepted things of life, such as the blessings of home, school, and community, the service of parents, teachers, and public servants; as well as the beauties and necessities provided by nature and man are of utmost importance.

### *The Attitudes of the Good Student*

Desirable attitudes include the school spirit and feeling of an obligation to make one's contribution to the welfare of the school and group of which the student is a member. He should have confidence and courage in his convictions, and faith in human beings. An attitude of responsibility and a willingness to render any possible service to the school, teacher, home, community, and nation, form an important part in the code. An open-minded, scientific, and critical attitude, that does not assume that "all that is, is right," but is sensitive to personal defects or errors as well as those of society is essential. Vision, the seeing of new problems in old situations, plus ambition and the desire for self and social improvement, are worthy motives.

### *The Understandings of the Good Student*

The understandings and knowledge essential to health, command of the fundamental processes, leisure, vocations, worthy home membership, citizenship and ethical character are of basic importance. They insure the good life and the good student because they point out needs, rights or privileges, and duties; they perpetuate and foster an interest in the continuous progress of industrial, economic, and political life with the objective that all people may prosper increasingly through their participation in the social order.

Crane students are specifically interested in the code of the good student; in the detailed applications of these principles to their conduct and daily school life, since it directs their attention to the highest forms of school citizenship. The code itself is not as important as the thinking process that takes place while the boys are occupied in formulating it. Merely writing or stating a quality or characteristic which is desirable will not insure that it is assimilated and a part of the student, but the identification and recognition of its elements in the activities in which the student partakes will assist in attainment or retention rather than hoping for the ideal.

### COMPOSITE OPINION OF CRANE STUDENTS AS TO THE CODE OF A GOOD STUDENT

A composite report of the division room discussions submitted by the various sections comprises the following traits of character with respect to the code of the good student:

1. Coöperation
2. Reliability

3. Leadership
4. Application
5. Health and Appearance
6. Habits and Conduct
7. Manners and Morals

The above classification is purely arbitrary. No presumption is made for inclusiveness nor completeness. Undoubtedly there is some overlapping in any attempt to classify particular characteristics. Equally difficult is any attempt to establish or determine the relative importance of any one of the elements involved. They can only represent essentials which assist and enable one to judge and evaluate human nature.

#### HOW THE GOOD STUDENT COÖPERATES

The good student:

1. Serves his school to the best of his ability.
2. Sacrifices himself for the good of the task.
3. He is a "Team" man.
4. He helps others who are younger, weaker, or less fortunate.
5. He listens to criticism which proposes improvement in himself or in the student body.
6. He protects the good name of the school.
7. He gives up his own preferences when they interfere with the welfare of the group.
8. He encourages others to do good.
9. He organizes his schedule or program.
10. He budgets his time efficiently.
11. He is generous and supports charity.
12. He respects the rights and property of others.
13. He has school spirit.
14. He is a school booster.
15. He chooses good companions and associates.
16. He is prompt, well prepared, and eager for work.
17. He supports all school activities and projects.
  - a. He subscribes to the *Chronicle*.
  - b. He attends athletic contests.
  - c. He is a member of at least one organization or club.
  - d. He participates in the student government.
18. He obeys all school laws and rules.
  - a. He does not yell or whistle in the corridors.
  - b. He does not "cut" classes.

- c.* He is not absent without good cause.
- d.* He eats his lunch at designated places.
- e.* He keeps to the right whenever possible.
- f.* He goes to his locker only at the proper time.
- g.* He removes his hat while in the building.
- h.* He is courteous to visitors.
- i.* He makes no unnecessary noise at his locker.
- j.* He preserves order at fire drills.
- k.* He does not smoke, especially on the school grounds.
- l.* He has respect for public and personal property.
- m.* He does not deface desks or walls.
- n.* He does not write upon the windows.
- o.* He does not expectorate (spit) on the floor.
- p.* He does not chew gum during school hours.
- q.* He pays all his debts.
- r.* He does not gamble.
- s.* He does not throw papers upon the floor.
- t.* He reads newspapers and magazines only at the proper place and time.
- u.* He assists his teacher in every way possible.
- v.* He is a gentleman at all times.

#### RELIABILITY AND DEPENDABILITY OF THE GOOD STUDENT

The good student:

- 1. Knows what is expected of him or else finds out.
- 2. Does the best he can at all times.
- 3. Follows all school rules and regulations.
- 4. Attends to his own work first.
- 5. Is loyal to all whom loyalty is due.
- 6. Perseverance—sticks to the job.
- 7. Assumes responsibility.
- 8. Is not a traitor to himself, parents, teachers, or school.
- 9. Admits error when shown wrong.
- 10. Accomplishes work with little error.
- 11. Fulfills promises and duties.
- 12. Is conscientious.
- 13. Can be trusted without supervision.
- 14. Knows the purpose for which he is attending school.
- 15. Clearly and accurately expresses ideas.
- 16. Works independently.
- 17. Tries to improve himself and school at all times.

18. Is honest, faithful, and trustworthy.
19. Tries at all times to carry out the school program.
20. Helps keep discipline, school spirit, and morale.

#### LEADERSHIP OF THE GOOD STUDENT

The good student:

1. Leads by his example.
2. Leads in character.
3. Leads in scholarship.
4. Has initiative, starts something new without help.
5. Strives for higher goals.
6. Is proud of his school and a credit to his teachers.
7. Is independent.
8. Seeks the help of his instructors only when necessary.
9. Is wide-awake, alert, ambitious, industrious.
10. Does more than is asked of him.
11. Encourages others to do good.
12. Has high standards of workmanship.
13. Plans for, and directs others.
14. Is loyal to his classmates, teachers and school.
15. Attends and assists at after school classes.
16. Carefully evaluates new ideas before arriving at conclusions.
17. Thinks accurately and quickly.
18. Arouses enthusiasm in the group.
19. Wins support for his cause.
20. Keeps ahead with ideas and discussions.
21. Does not have to be told often.
22. Makes an unruly, undesirable student feel out of place.
23. Is willing to work at all times and places.
24. Does not deliver work that is not his best.
25. Expresses ideas accurately and clearly.
26. Has followers.

#### APPLICATION OF THE GOOD STUDENT

The good student applies himself to the task by:

1. Being regular in attendance, seldom absent without good cause.
2. Is habitually on time.
3. Comes prepared for work, bringing all necessary materials.
4. He enjoys his work.
5. Works to the limit of his capacity.



6. Overcomes difficulty by hard work.
7. Defeat does not down him.
8. He is brave, has the courage to stand for the right.
9. Makes good use of his time.
10. Shows intellectual curiosity.
11. Knows when to ask for assistance.
12. He is resourceful, initiates undertakings.
13. He is orderly, neat, and a good organizer.
14. He is industrious and habitually completes work.
15. Has good study habits.
16. Is prompt, alert, attentive, and coöperative.
17. Always does the best he can.

### HEALTH AND PHYSICAL APPEARANCE OF THE GOOD STUDENT

The good student:

1. Knows a healthy body is essential to a healthy mind.
2. Keeps regular hours.
3. Gets sufficient sleep, sunshine, fresh air, and food.
4. Has bodily defects, which are not permanent, promptly cared for.
  - a. Eyes
  - b. Ears
  - c. Teeth
  - d. Nose
  - e. Throat
  - f. Tonsils
5. Has physical strength and vigor.
6. Gives attention to diet, eats body-building foods.
7. Schedules his time for play, recreation and outdoor exercise.
8. Does not indulge in intoxicating liquors.
9. Does not indulge in tobacco, especially at an early age.
10. Keeps his body clean.
  - a. Takes a bath upon arising or retiring.
  - b. Frequently washes hands, especially before and after meals.
  - c. Clean teeth after meals.
  - d. Frequent change of underclothing.
  - e. Hair brushed and combed; hair cut at least once a month.
  - f. Finger nails clean and manicured.
  - g. Use of handkerchief.
  - h. Shoes shined daily.
  - i. Trousers pressed and clean.
11. Takes precautions in case of contagious disease.
12. Consults a physician, dentist, and oculist at least once a year.

13. Does his best to make and keep his surroundings neat, clean, and attractive.
14. Follows safety rules in school and outside.
15. Good posture.

### MANNERS AND MORALS OF THE GOOD STUDENT

The good student:

1. Is courteous to all his teachers and classmates.
2. Is grateful for all favors and services rendered him.
3. Is a gentleman at all times.
4. Knows and practises only clean speech, clean thoughts, and clean acts.
5. Accepts the blame, if he is deserving of it.
6. Tells the truth, without flinching.
7. Tries to give a correct impression at all times.
8. Knows self-control.
9. Brings found articles to the office.
10. Despises thieving, and the breaking into lockers.
11. Pays all his school debts.
12. Respects authority and is obedient to his superiors.
13. Does the right thing without being watched, or told.
14. He is refined.
15. He enjoys wholesome entertainment.
16. He does not have any part in that which is indecent or obscene.
17. He spends his leisure time profitably.
18. He does not gamble.
19. He is not dependent upon others.
20. He enjoys good clean sport.
21. He enjoys good music, good literature, good art, good poetry.
22. He has a desirable personality; is

Optimistic	Cheerful	Hopeful
Democratic	Appreciative	Sympathetic
Companionable	Forgiving	Kind
Respectful	Open-minded	Tactful
A coöperator	Courageous	Poised
Strong willed	Generous	Quiet
Unselfish	Trustful	Courteous
Even-tempered	Benevolent	Reverent
Humble	Tolerant	A leader
Deliberate	Pure	Open, frank

## HABITS AND CONDUCT OF THE GOOD STUDENT

The good student:

1. Does not waste his time, especially his study periods.
2. Has definite hours for study and home work.
3. Prepares his advance assignments as soon as possible after class.
4. Habitually is prepared, brings all necessary materials to do a good piece of work.
5. Is industrious and conscientious.
6. He is ambitious and strives to excel.
7. He is prompt, alert, attentive, and coöperative.
8. He has initiative, starts something new without help.
9. He has good study habits.
  - a. Concentration
  - b. Attention
  - c. Environmental conditions
10. He works independently.
11. He reads widely, on many topics.
12. He chooses good companions.
13. He consults a reference library to verify his conclusions.
14. He uses, but never abuses public property.
15. He is thorough.
16. He is interested in government, and wishes to do his part in it.
17. He guards against waste of property through carelessness.
18. He has learned to read extensively and intensively.
19. He has energy, and uses it the right way.
20. He develops an intellectual curiosity.
21. He has faith in human beings.
22. He has respect for personality.
23. Dissatisfaction is the motivation for his progress.
24. He is "Crane Conscious."
25. He follows safety rules, which prevent accidents.

*Planning for the Year*

When the homeroom has developed a functioning organization and after the pupils have become acquainted with the school and with each other, it is desirable to begin to plan the year's program of activities. Pupils are concerned with the selection of their courses, their future participation in extra-

class activities, the development of an adequate study program, and the building of a balanced recreational program. Earlier chapters have already considered many aspects of this problem, and these suggestions should be incorporated into the homeroom. The chapter dealing with guidance and the curriculum included an extensive list of guidance topics suitable for homeroom use. All of this material should be carefully studied by pupils and teachers. Out of this study and out of the homeroom discussions, pupils should begin to plan their future activities.

In too many cases the morale of the homeroom is destroyed during the first few weeks. It is of tremendous importance for the sponsor to use this time to develop a friendly and informal atmosphere to help students become more able to care for their own activities, to see our democratic processes wisely and seriously, to build a feeling of coöperative ownership, to create a distinctiveness about the homeroom, and to lay a firm foundation for the months ahead. The teacher who is interested in the guidance program will find many opportunities to assist pupils. Such a teacher can dedicate the homeroom to the task of helping pupils with their problems. Out of a study of pupil needs, interests, abilities, and opportunities can come a more effective homeroom guidance program.

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## Chapter XIV

### EVERY TEACHER A GUIDANCE WORKER

Much have I seen and known,—cities of men,  
And manners, climates, councils, governments,  
Myself not least, but honoured of them all,—  
And drunk delight of battle with my peers,  
Far on the ringing plains of windy Troy.  
I am a part of all that I have met. . . .

—TENNYSON

#### INCREASINGLY EFFECTIVE TEACHERS ARE NEEDED

Present-day education requires a far more effective, versatile, dynamic, vigorous, and human teacher than did the fact-imparting school of fifty years ago. Today, the complexity of the social environment has greatly increased the skills, habits, information, and ability necessary for successful social living. Similarly the change in the tempo of our social life, the technological developments of recent years, the introduction of new and baffling social problems, the increase in international contacts and difficulties; these and other problems increase the necessity for more effective teachers. The teacher of today must know a great deal more about a greater variety of subjects and must, at the same time, be able to stimulate specialized interests and guide them into productive channels. Numerous subject-matter complexities, however, are by no means all the problems now faced by teachers.

During recent years our interest in and knowledge of pupils has greatly increased. Successful teaching is coming to depend more completely upon a working knowledge of the complex human being. Our newer knowledge as to learning, behavior, emotions, and attitudes suggests the complexity of the teacher-pupil relationship. A successful teacher must now be a student

of pupils. Not only must he study the entire area of human understanding, but as recent developments have impressed upon us, he must also consider each pupil as a unique individual. His problem now is that of assisting a complex and a unique individual pupil to make continuously successful adjustments in an intricate social order.

The teacher of today should also be an educational scientist. He should analyze and evaluate new teaching methods, carry on classroom experiments, and constantly seek new material. Volumes of research studies are available for study by teachers. School systems are initiating many kinds of research studies requiring scientific competence on the part of the teachers. An understanding of research methods, educational statistics, and of the scientific vocabulary is necessary. The teacher should attempt to follow the principles and practices of the scientific method.

All these movements, and others, with their demands upon and challenges to teachers, have tended to add to the importance of the rôle of the classroom teacher. In the field of the extracurriculum the major significance of the teacher or sponsor has long been acknowledged. Increasingly it is being recognized that an effective curriculum is dependent upon competent teachers and that in the final analysis the success of the entire educational enterprise depends upon the personality and the ability of the teacher. The democratization of administration also recognizes and places great faith in the ability of the teacher. It is being recognized more and more that the reorganization and improvement of secondary education depends upon the selection, stimulation, and development of a competent teaching staff. Teacher growth is fully as important as pupil growth. A guidance program should be planned to make a distinct contribution to the stimulation and development of teachers as well as of pupils.

STIMULATING TEACHER GROWTH THROUGH THE  
GUIDANCE PROGRAM

Since the teacher is the key to the success of the educational process, every principal is faced with the problem of how to stimulate and develop his teaching staff. It is frequently necessary to initiate new activities for the specific purpose of stimulating the development of more interesting and more capable teachers. The interests of teachers need to be discovered, and experiences should be provided to encourage the extension of these interests. Teacher weaknesses need to be ascertained and opportunities provided for their collection. Teachers need encouragement and stimulation toward positive development in all phases of their personalities. The principal should look to his guidance program for the stimulation of well-rounded teacher growth.

*The Teacher Learns About Pupils*

The teacher in a guidance program is encouraged and aided to study pupils and thus gain new insights into and new information about the psychology of behavior and of learning. He becomes interested in acquiring new and more effective techniques for learning about pupils. Such techniques take on new significance and become increasingly useful and more carefully applied as the teacher realizes their purposes and possibilities. Records, reports, observations, tests, inventories, individual conferences, group activities, standardized instruments, autobiographies, pupil reactions, and parental contacts should become meaningful and useful to the teacher. The learning process takes on new meaning, and the teacher has gained significant and useful insights.

Psychologists have often stated that an effective learning situation is impossible until the teacher is intimately acquainted with his pupils. In spite of this statement our schools have often been organized on an impersonal relationship. No teacher can

adapt his work to the individuals in his class or effectively stimulate pupils until he knows the background, interests, needs, abilities, and opportunities for each of his pupils. The guidance program is built upon the premise that this knowledge is a first essential. It provides impetus and direction to the process of "learning" pupils. An effective teaching situation also depends on the success of this process.

### *The Teacher Grows Through New Responsibilities*

New guidance responsibilities challenge the teacher. When he becomes responsible for the *whole* development of his students, their vocational, recreational, social, educational, moral, physical, and emotional needs become more apparent. As he attempts to care for these needs, he gains new insight into the whole educational process. He sees the place and value of subject-matter, the need for change, the methods by which needed changes can be introduced, and the importance of effective guidance.

If children grow gradually by assuming and taking care of new responsibilities, then it follows that teachers should similarly grow. Teacher development depends upon frequent stimulation by new and challenging responsibilities. Again, as in the case of the child, this must be an evolutionary and not a revolutionary process. The guidance program can provide new and stimulating problems for teachers to solve.

### *The Homeroom Provides a Guidance Unit*

By using the homeroom form of organization school administrators provide a time and a place for teachers to guide a small group of students. If teachers are expected to care for major guidance responsibilities, it is necessary that favorable working conditions be provided. The homeroom plan of organization is a highly desirable method of implementing an extensive teacher-guidance program. The homeroom period can also serve to improve the subject teaching. Having gained new

insights into pupils, teachers can present their classroom subjects more effectively. They can relate their materials to the life needs of pupils and to the entire learning process. Using the information they have acquired about their pupils, they can make their subjects significant by eliminating from their courses the materials that have little value for their particular pupils. They are more competent to build the curriculum around the needs, interests, abilities, and opportunities of their pupils.

The homeroom period provides new curricular experiences for both teachers and pupils and gives the sponsor an opportunity to learn with the students. The homeroom, in turn, increases in importance because of its potential contribution to the entire life of the school.

#### PERSONAL REQUIREMENTS FOR TEACHERS WHO ARE TO ASSUME GUIDANCE RESPONSIBILITIES

The success of the guidance program, like that of the extra-curricular and the curricular offerings of the school, depends upon the personality and ability of the teacher.

The intricacies of the responsibilities of the teacher and the personal qualities necessary to meet the responsibilities are indicated in the following quotation from Thomas-Tindal and Myers:<sup>1</sup>

But the value of the individual teacher to this all-important service of guidance will show forth most plainly in the capacity of homeroom counselor, since it is the homeroom counselor of each student group whose duty it is to gather all the threads of influence and weave them consistently into the fabric of character. This is by far the teacher's most important task, even as it is the most difficult. The homeroom counselor must be able to be to each of her student group an intellectual guide and stimulus, an adviser in the choice of clubs, school courses, and electives, a refining influence as regards the

<sup>1</sup> E. V. Thomas-Tindal and S. D. Myers, *Junior High School Life*, p. 16. By permission of The Macmillan Company, publishers.



amenities of life, an upholder of the aims and ideals of the school, and an inspirational force in strengthening moral fiber.

In a recent study, 312 sponsors from seven different states were asked to indicate and rank in importance the characteristics of a successful homeroom sponsor. The characteristics given below are the eleven most important qualities listed in the order of their importance:

1. Ability to understand children
2. Ability to get along with people
3. Faith in the value of the homeroom
4. A sense of responsibility
5. A well-developed personality
6. Enthusiasm
7. Leadership ability
8. Originality
9. Experience
10. Mastery of teaching subjects
11. Superior intelligence

These sponsors considered the ability to understand children the most important requirement for a successful guidance worker. The ability to get along with people, faith in the value of the homeroom, a sense of responsibility, a well-developed personality, and enthusiasm are ranked as rather important characteristics. It is interesting to note that mastery of teaching subjects and superior intelligence are ranked tenth and eleventh in importance.

Two thousand two hundred and sixty-eight students<sup>2</sup> from seven states were asked to indicate what they considered to be the outstanding qualities of a good homeroom sponsor. To insure free responses, no signatures were placed on the questionnaire. These students mentioned more than seventy-five different qualities. The ten qualities most frequently mentioned, in the order of frequency, are:

<sup>2</sup> Clifford E. Erickson, *The Homeroom in Selected Secondary Schools*, unpublished Ph.D. thesis, Northwestern University, Evanston, Ill., 1937, p. 507.

1. Helpful
2. Understanding
3. Pleasant
4. Friendly
5. Kindly
6. Impartial
7. Interested in students
8. Able to maintain order
9. Coöperative
10. Patient

The ability to be helpful and understanding were the two qualities most frequently mentioned by the 2,268 students in these schools. A friendly disposition, impartiality, and the ability to maintain order were rated as very important. The students emphasized qualities that make for happy, successful, social living. It is significant that the sponsors rated first the ability to understand children and the students gave it second place; and that practically all the other qualities which the students and the sponsors ranked as important are aspects of the ability to get along with people.

Other qualities and descriptive adjectives listed by the students include: sympathy, consideration, courtesy, tact, tolerance, faith, broad-mindedness, business-like attitude, punctual, accurate, capable, cheerful, agreeable, sociable, strict, lenient, not a nagger, reasonable, firm, self-controlled, not sarcastic, good sport, likable, good mixer, neat, young, enthusiastic, good-looking, polite, good athlete, interesting, respected, initiative, honest, good character, dependable, loyal, frank, generous, industrious, sincere, courageous, truthful, good citizen, intelligent, common sense, good judgment, and willingness to treat students as grown-ups. These students felt that a successful homeroom sponsor must be a versatile, kindly, helpful person.

### *Developing the Necessary Personal Requirements*

It may be well for some teachers to follow a definite program to develop these patently desirable personality traits.

Many suggestions for an effective self-development program are to be found in the following article by Mayer.<sup>3</sup>

What do we mean by "teacher personality"? We oversimplify when we say it is merely one thing such as health, reserve, strength, or "it." On the other hand we have a conglomeration of ideas when we merely list scores of teacher traits without defining or using that type which is conducive to desirable pupil changes or pupil growth. Positive teacher personality results in effective teaching.

The following is an attempt to summarize teacher personality in ten major basic qualities or traits. Decided weakness in one or more of these qualities accounts for most teacher failures. The possession to a high degree of most of these ten qualities characterizes the master teacher.

The basic factors of teacher personality are: First impression, poise and self-control, teaching voice, optimism, surplus vitality, sincerity, social qualities, initiative and diligence, decisiveness, and teaching power.

*First impression.* Some people impress one favorably at the first meeting. Others fail to do so. The importance to the teacher of this first impression, particularly upon employing officials and upon the children whom she is to teach, cannot be overestimated. This quality includes personal appearance and manners. The following suggestions may aid the teacher in bringing about a more pleasing first impression:

1. Have a periodic health examination. Use common sense in practising the rules of health.
2. Check up on your teaching mannerisms. Do you play with your tie, bite your fingernails, repeat a pet phrase?
3. Make as desirable an appearance as possible. Careful grooming is indicative of a well-rounded personality. Give your skin, hair, teeth, and eyes the proper care.
4. Avoid overemphasizing "I" in your teaching vocabulary. Do not volunteer too much information about your previous accomplishments.
5. Remember that a smile, which is the result of a cheerful disposition, is a desirable teacher asset.

<sup>3</sup> Nathan G. Mayer, "Personality Can Be Cultivated," *Journal of the National Education Association*, Vol. 26, No. 6 (September, 1937), pp. 205, 206.

*Poise and self-control.* The person with poise appears to be at ease in any situation. Self-control may be defined as the ability to reserve judgment, to control the emotions, and to remain calm in spite of provocation. Poise and self-control may be improved if you will:

1. Refuse to be offended by what is said to or about you.
2. Avoid being too outspoken and blunt. Keep the good will of your pupils, fellow-teachers, and supervisors.
3. Pause a moment before introducing a new lesson. This may help pupils develop a habit of getting quiet quickly and will give you a chance to recall your plan of teaching activities.
4. Learn all you can about pupils' interests so that these may be freely used to make every activity more fascinating to them. This is better than constantly threatening pupils with punishment.
5. Since the physical has some effect upon the mental, assume a good standing and sitting posture.

*Teaching voice.* The clearness, pitch, and quality of the teacher's voice are potent factors in successful teaching. A teacher wishing to improve her voice may check herself on the following points:

1. Do not overemphasize or ignore the consonants.
2. Breathe through the nose; then speak on the outgoing breath.
3. A phonograph record of your speaking voice may reveal some of your voice defects. Ask a friend to listen in the rear of your class to find out if every word is audible when you teach. Remedial voice training may be helpful.
4. Just as the good actor can make the impact of his words stop at ten feet, fifty feet, or a hundred feet, so also can the teacher with practice. Intone the vowels and clip the consonants.
5. Give careful attention to pronunciation and enunciation. Concentrate on what you are saying.
6. Aim to keep the voice pitched low.

*Optimism.* Cheerfulness, humor, freedom from self-pity, professional attitude are phases of optimism. A teacher eager to cultivate optimism should live these suggestions:

1. Accept teaching as a challenge and an adventure in developing useful citizens.
2. Count each day as a new opportunity to succeed. Profit by your mistakes. Be open-minded. Use the best of the old and the new.
3. Avoid self-pity. "MY board of education does not support me." "If my predecessors had done better teaching, I wouldn't need to work so hard." Remember a leader finds a way or makes one.

4. Keep a scrapbook of appropriate wit and humor which you may use to remove the mental cobwebs of yourself and your pupils.
5. Express sincere gladness whenever you see pupil success or fellow-teacher achievement.

*Surplus vitality.* A teacher wishing to increase his enthusiasm, vitality, mental pep, should try the following counsel:

1. Develop at least one new teaching unit a year.
2. Enrich old teaching units by new ideas. Avoid getting into a rut.
3. Share your ideas with fellow-teachers. They may, in turn, suggest new ideas to you.
4. Make contacts with successful people in many fields of work. These contacts help to increase your interests.
5. Have at least one hobby.
6. Profit in health by what science has to offer. Remember that health, mental and physical, is the basis for vitality. Avoid constant overwork and overeating.

*Sincerity.* A teacher wanting to habituate sincerity—fairness, freedom from false pretense and bluffing, and the absence of hypocrisy—may do so by observing these suggestions:

1. Keep your promises.
2. Do not pretend that you know everything, but know sufficient to keep the confidence of pupils, patrons, and supervisors.
3. Try to be punctual and accurate in making records and reports.
4. Frankly admit mistakes but do not repeat them.
5. Treat pupils as friends, not as "little brats."

*Social qualities.* This may be understood as meaning the ability to meet people well, to be at ease and put others at ease, to rise to the occasion, to be a good follower, to choose associates judiciously, to be discreet in social contacts. A teacher may develop these qualities by forming the following habits:

1. Take good suggestions with gratitude.
2. Be so agreeable to others that no one can justly be disagreeable to you.
3. Practise complimenting meritorious pupils, parents, and others.
4. Choose an inner circle of friends who will frankly tell you your faults as well as your merits.
5. Cultivate the art of conversation by conversing with people who have mastered this art.



6. Use tact or humor in relieving tense situations. Practise seeing the humorous side of happenings.

*Initiative and diligence.* The teacher should have the ability to enrich the experience of children with novel and varied activities and materials. She may develop initiative and diligence by using the following helps:

1. Have pupils do work intrinsically interesting to them. See that work started is completed successfully.

2. Choose and use precocious pupil leaders as assistant teachers.

3. Make all methods and subject matter your own, thus enhancing their personal value. Be yourself.

4. Make your classroom attractive. Your classroom is an index to your teacher personality.

5. Practise perseverance with the retarded or slow pupil. Adapt subject-matter to the intelligence level you are teaching.

*Decisiveness.* Have you the ability to make a fair decision promptly and stick to it? A teacher may enhance this quality by acting in accordance with the following suggestions:

1. Anticipate what pupils will do with your assignments.

2. Use a simple daily plan book with definite activities planned in advance for each class.

3. In judging contests think carefully before you announce your decision. Know the rules before you decide a contest.

4. Be sure that you have mastered the teaching unit you wish to teach, so that answers to pupils' questions can be given with a finality that breeds confidence.

5. Use common sense in dealing with pupil problem cases. Make scientific case studies.

*Teaching power.* This is the ability to inspire in others a consciousness of the fact that one can teach, that he possesses teaching skills and techniques, and that he has mastered much more than he actually teaches. A teacher may increase his ability to inspire pupils to study and to enjoy doing so by putting these suggestions into practice:

1. Constantly think you can succeed as a teacher and practise your best ideas as gleaned by observation and wide reading.

2. By a self-rating plan, a supervisor's criticism, or otherwise, discover your teacher personality weaknesses. Plan remedial activities. Work your plan.

3. Rate yourself periodically on various phases of teaching as a means of self-improvement.

4. Remain humble but have enough self-confidence so that you may readily sell your ability as a teacher.

5. If you have not mastered the content or enrichment materials of the subject you are teaching, make every effort to do so by summer school, extension courses, or correspondence. Aim to be an expert in something worth while. Travel has helped many a teacher to increase in interests and in teaching power.

6. Charles A. Beard recently said, "For the training of minds, a trained mind is required. For the dissemination of knowledge, a mastery of Knowledge. The union of the trained mind and knowledge makes scholarship." Real scholarship inspires pupils to work and to enjoy doing so.

There is a place for this qualitative approach to cultivating teacher personality as well as for the usual quantitative approach, that is, measuring teacher personality in semester hours, points, or degrees. A degree may be an asset in getting a position, but it does not guarantee success in holding that position.

#### TRAINING REQUIRED FOR PERSONNEL WORK

In the past, teachers have had practically no stimulation or opportunity for special training in this phase of education. Until recently comparatively few teacher-training institutions have offered courses dealing specifically with the teacher's responsibilities in guidance. Opportunities for learning about this important phase of education formed but a minor part of other curricular offerings. It is to be expected then that, as reported in a recent study<sup>4</sup> the educational training of teachers for the guidance responsibilities involved in caring for a homeroom has been inadequate.

The majority of the sponsors (70%) and of the principals (92%) stated that the college training of the sponsors was inadequate to enable them to care properly for the responsibilities of sponsoring a homeroom. Eighty per cent of the sponsors state that they had never taken any college courses which dealt extensively with the homeroom while 81 per cent of the sponsors and 100

<sup>4</sup> Erickson, *op. cit.*, p. 502.

per cent of the principals stated that every prospective teacher should take at least one course which deals extensively with the homeroom. The sponsors and the principals agreed that the college training of the homeroom sponsors was quite inadequate and recommended more extensive training in this field.

### *Helpful Educational Courses*

In an extensive study of seventy cities, each having a population of more than 100,000 Rosecrance<sup>5</sup> found that 634 guidance workers recommended the following courses as those subjects which they had found most helpful. The number of guidance officers recommending each subject and the subjects recommended are given below:

#### HELPFUL COURSES FOR GUIDANCE WORKERS

<b>Courses in Guidance and Counseling</b>	
Vocational guidance .....	150
Guidance .....	122
Counseling .....	52
Personnel administration .....	51
Educational guidance .....	49
Courses for deans .....	35
Job analysis and occupational research .....	27
Personal guidance .....	12
Case studies in guidance .....	9
Field work in guidance .....	2
<b>Courses in Psychology</b>	
General psychology .....	174
Tests and measurements .....	173
Educational psychology .....	100
Child and adolescent psychology .....	97
Child guidance, mental hygiene, and psychiatry .....	82
Abnormal psychology .....	31
Behavior problems .....	16
Individual differences .....	11
Clinical psychology .....	9
Genetic psychology—child development .....	8
Problem children .....	7
Personality problems .....	4
Aptitude testing .....	2

<sup>5</sup> F. C. Rosecrance, "The Training of Personnel and Guidance Workers," *Educational Trends*, June, 1936, p. 22.

HELPFUL COURSES FOR GUIDANCE WORKERS—*Continued*

## Courses in Social Sciences

Sociology .....	146
Principles and techniques of case work .....	52
Economics .....	38
Criminology .....	15
Field work .....	8
Educational sociology .....	7
Social jurisprudence .....	6
Psychiatric social work .....	5
Social legislation .....	2
Social trends .....	1

## Courses in Education

School administration .....	57
Statistics .....	37
Extracurricular activities .....	35
Character education .....	31
Philosophy of education .....	30
Methods of teaching .....	27
Education of exceptional children .....	21
The junior high school .....	18
History of education .....	11
Principles of education .....	10
Curriculum construction .....	8
Vocational education .....	4
Health education .....	4
Recreational leadership .....	4
Educational diagnosis .....	2
Child accounting .....	2
Child welfare .....	2
Remedial work .....	1
School and community .....	1
Research .....	1

## Miscellaneous

Biology .....	10
Health and hygiene .....	4
Philosophy and ethics .....	20
English .....	7
Speech .....	6

It should be noted that 507 of the 634 guidance officers recommended courses in guidance. These same counselors recommended courses in guidance, general psychology, tests and

measurements, mental hygiene, sociology, child psychology, educational psychology, social case work, school administration, and personnel administration for people preparing for personnel work.

These recommendations should prove useful in suggesting the kind of college courses considered most useful for preparing teachers to do guidance and personnel work. Teachers need to become increasingly competent in the areas covered by these courses.

### *Other Training Activities*

In addition to taking the courses recommended above, prospective teachers will find it helpful to participate in other types of training activities. Those preparing to assume guidance responsibilities will find it helpful to:

1. Actively participate in the extracurricular activities on the campus
2. Visit and study schools having guidance program.
3. Include sponsorship of a homeroom as part of the internship or practice-teaching period
4. Read widely in the fields of guidance, psychology, physiology, and sociology
5. Carry on case studies of individual pupils
6. Become acquainted with the work of local and national organizations interested in the welfare of youth
7. Help the church, courts, and other local organizations in the work with boys and girls
8. Keep up with changing social and economic developments
9. Begin to build a guidance library and a bibliography of selected materials

Each prospective teacher should, with the aid of the teacher-training institution, build a program of experiences which will include as many as possible of the activities listed above.



SELECTION AND ORIENTATION OF TEACHERS AS  
GUIDANCE WORKERS

Employing officers in the past have given little or no consideration as to whether or not the prospective teacher had the qualities necessary to insure his becoming a successful guidance worker. A recent study<sup>6</sup> shows that all the principals and 95 per cent of the teachers in the schools studied felt that it was important to consider such qualifications when employing a new staff member in schools using the homeroom form of organization.

*Assignment of Teachers to Homerooms*

In most school situations the majority of the teaching staff are homeroom sponsors. There is no problem of selection except for additions and replacements, but there is the problem of assignment of teachers—a matter which should be given careful attention.

Some schools when introducing the homeroom plan, find it advisable to begin with the freshman class only and to use carefully selected, interested sponsors for these groups. During the first year of the plan another group of teachers can be interested in performing this responsibility and trained to care for the new incoming freshman class the following year. Since this method allows four years in which to establish the homeroom plan, it gives those initially less interested teachers a chance to become oriented and acquainted with the homeroom plan and its possibilities.

Although ideally all teachers should be sponsors, it is seldom possible or even desirable to insist on the complete attainment of this ideal. Teachers should be encouraged to volunteer for homeroom sponsorship, but they should not be compelled to carry this responsibility.

Concerning actual assignment of a teacher to a homeroom

<sup>6</sup> Erickson, *op. cit.*, p. 502.

group, the personality, training, interest, energy, resourcefulness, and experience of the teacher should be carefully considered in relation to the characteristics of the students in her prospective homeroom. Furthermore, the teaching staff should help to plan the method of assigning pupils to the various homeroom groups.

### *Helping the Guidance Teacher*

If the guidance program is to be vitalized, a thoroughgoing program of faculty orientation and stimulation might be used. These suggestions can be used in various ways in different situations and can be adapted to any school system. The principal and his staff should make every effort to:

1. Encourage the teachers to study their own school, to determine its needs, and to make recommendations for its improvement.
2. Encourage extensive teacher participation in organizing and administering the guidance plan.
3. Develop a thorough understanding of the purposes and possibilities of the homeroom. Faculty meetings, personal contacts, reading materials, and other devices should be used for the accomplishment of this aim.
4. Provide helpful materials, including periodicals, suggestive programs, books, and other materials.
5. Encourage the school library to collect a guidance shelf or section.
6. Encourage small groups of teachers (class, subject, etc.) to meet regularly to discuss the guidance problems common to that group.
7. Stimulate faculty thinking by the use of outside speakers.
8. Provide demonstrations or guidance clinics. Such guidance devices as individual interviewing, group guidance, case conferences, case studies, use of records and reports, and other guidance techniques can be demonstrated for teachers.
9. Make it possible for teachers to visit other schools to observe methods used in other places to meet their problems.
10. Encourage the specialists in the school to help individual teachers, emphasizing the rôle of the specialist as a guide and a help to teachers.

11. Indicate personal interest through visitation and conference. The principal should help individual teachers and should demonstrate to them that he thinks of the guidance program as a vital part of the school. Through the use of praise, promotion, and suggestion he can stimulate faculty growth.

12. Encourage teachers to continue their educational training, widen and deepen their acquaintance with reading materials, and build for themselves a continuous program of self-improvement.

13. Place new teachers under the direction of experienced and successful teachers for the first few weeks. These experienced teachers can be very helpful to the new teachers during this orientation period.

Many different methods of informing and helping teachers should be used. During the early life of the guidance program it is quite essential that every effort be made to help teachers understand this new form of organization.

#### BUILDING A CONTINUOUS PROGRAM OF FACULTY STIMULATION AND HELP

In addition to the orientation activities described in the previous section, it is necessary for the principal and his staff of teachers to develop coöperatively a well-rounded program for continuous improvement. Faculty members must continue to grow subsequent to the introduction of the guidance program. Many of the suggestions given in the section on orientation can be used for this continuous stimulation of the faculty. Competent help should always be available to faculty members.

#### *Providing Regular Group Meetings*

Regular and frequent opportunities should be provided for the staff to discuss problems and policies concerning the guidance program. Some of the general faculty meetings can be used for this purpose, but these meetings should be supplemented by more frequent small group discussions. If the class-adviser or grade-counselor plan is used, the teachers of a specific grade level can meet with the grade counselor and consider those problems peculiar to that grade level. As far as possible

these meetings should be scheduled as a regular part of the school day.

Specialists from within and from without the school should be invited to meet with these groups. At the meetings the specialist should constantly attempt to aid the teachers to become increasingly self-directive. The librarian, the school nurse, the home-economics teacher, and other special workers can make a real contribution to the growth of the staff. In some schools it may prove advisable to start in-service training classes in coöperation with a local college or university so that more definite help and direction may be given.

### *Developing Materials*

Each school staff should be encouraged to produce guidance materials for use in the school in which they are produced and for the extension of the sum total of guidance suggestions. The teachers should not be content to rely entirely upon the printed lesson materials and books now available, but should develop programs and materials to use themselves and to have mimeographed and distributed to other staff members. A committee of teachers can assume the responsibility for working out such materials. Officials of the school and other specialists should coöperate in this project to produce helpful materials.

The following suggestions were included as part of a bulletin presented to teachers:

1. Continue to acquaint the student with and aid him in taking advantage of school facilities.
2. Set scholastic and activities goals for the session and encourage the group to reach the goal.
3. Give session recognition to all who merit it for anything they may do. Let the individual who fails, and should not, know that he is a detriment not only to himself, but also to the group. Do not tolerate a slipshod councilor or representative to the Boys' Club. Ask advisers of these groups to displace them. This will build up session morale.
4. Attend as many events in which your group participates as

you possibly can. The students appreciate this more than anything else you might do.

5. Bring together the school and the home. Build up a mutual understanding between the parent and the teacher. Be a booster—sell the school to the parent.

6. Push outstanding students to the limit. Furthermore, pull for them in any way you possibly can. Don't let weak students attempt a program they will not be able to carry. Put them where they have a chance to succeed.

7. Eliminate disciplinary difficulties by showing how the non-conformist is regarded by the group. Show what his few moments of independent action will cost him.

8. Eliminate failures by stressing the value of good attendance, good study habits, and preparation for examinations.

9. Keep records up to date, and keep acquainted with the standing of all your advisees.

10. Have something definite for the group to attend to or listen to; otherwise, have them study. It is sometimes advisable to allow some of the students to study together if they can do so without disturbing others.

11. Eliminate session failures. Increase the number of honor students.

12. Guide the student who is undecided into exploratory courses.

13. Guide students into vocations where they will have a chance of success. Guide them toward colleges they can afford. Guide them toward colleges which are outstanding in their chosen field.

14. Be sure the student chooses a high-school program which meets with the requirements of the college he will attend. You will be held responsible if he cannot get in because he does not have the required subjects.

Other types of mimeographed or printed materials can be concerned with group guidance programs, the use of guidance techniques, sources of information and suggestions for pupil activities.

### *Aiding Teachers in the Use of Guidance Techniques*

Faculty members should become increasingly competent in the use of many types of guidance techniques. The purposes and the uses of individual interviewing, group guidance



methods, case conferences, standardized tests, records, report forms, rating scales, inventories, and blanks should become increasingly clear to all teachers. The guidance director or other personnel officer should continuously strive to increase the ability of the teachers to use these techniques. As the teachers become acquainted with these devices for learning about and aiding pupils, they will become more useful to the guidance program. Many of these techniques can and should be used in the regular classroom activities of the teacher. Thus it is possible for the staff members to become more able guidance workers and to acquire useful skills for more effective teaching.

In assisting teachers in the use of these techniques it is highly desirable to start with the everyday activities of the teachers. Teachers should be encouraged and directed in the use of these instruments in connection with their needs as they experience them in their work. The application to the more formal guidance program should come after the teacher has mastered the use of the technique in his regular work.

Problem situations provide an excellent means of acquainting teachers with the rôle and the application of the several guidance devices. Frequently one may use all of these devices to great advantage in aiding a failing student. Similarly, other types of problems create situations in which these techniques, if carefully mastered, are most helpful.

### *Academic Subjects as Guidance Instruments*

An entire chapter has been devoted to the rôle of the curriculum in a guidance program. It is only necessary to point out, here, that teachers have always been responsible for aiding children in the acquisition of information. Frequently this knowledge has been imparted without reference to the specific needs, abilities, interests, and opportunities of the individual child. It is the belief of the authors that the guidance program furnishes an excellent medium through which the teacher may more effectively relate the teaching activity to the aspects of

child growth just mentioned. In this process the subject itself becomes more useful in helping boys and girls progress more rapidly. The recreational, social, vocational, physical, and other possibilities of these subjects will be employed for guidance outcomes.

The subject teacher has an unusual opportunity to stimulate and direct the experiences of children. The direction, modification, and interpretation of daily experiences provide a signal opportunity to stimulate the best development of children.

The classroom teacher has an equally important task in providing for each child a "home" and a haven of safety. Most children need the security, the feeling of identity, that comes with a friendly spot. Teachers can do much to encourage classroom situations favorable to this atmosphere.

#### *Encouraging Teachers to Form Study Groups*

Increasingly it is becoming apparent that the "tone" of the entire guidance program is directly related to staff enthusiasm and growth. It will be helpful, therefore, to encourage the formation of voluntary study groups. The meetings of these groups should be devoted to the study and discussion of questions of interest to the group. In order that each group might be stimulated and in order that staff abilities might be most effectively used, the authors suggest that these study groups be invited to report to the entire faculty. Representatives from each group could form the central guidance committee.

#### *Encouraging Continuous Experimentation*

Each teacher should be urged to experiment with new ideas utilizing both classroom and homeroom as laboratories for the development of new methods and materials. Interested teachers should be encouraged to start experimental units of work. Such units might attempt to reorganize the curriculum, to bring some of the extraclass activities into the subject period, to develop new curricular methods and materials, or to originate

other new ventures. Such experimental units should be used as the testing places for ideas that could later be incorporated into the whole program of the school. Furthermore, such experimental units should prove of real service in stimulating the faculty.

### *Initiating a Continuous Program of Evaluation*

Even during the initial stages of the development of a guidance program attention should be given to evaluating its success. Each teacher should be encouraged to set up criteria for such evaluation. Group meetings should be devoted to a consideration of the program and its improvement. Check sheets should be devised by teachers and students to evaluate the various guidance activities.

In addition to the more objective criteria, the staff of the school might develop a set of principles or general criteria to guide them. These principles might be thought of as a "Bill of Rights."

### A BILL OF RIGHTS FOR AMERICAN YOUTH

We believe that every youth is entitled to:

1. A home with love and understanding
2. A health-producing environment and aid, both physically and mentally, in the development of functional health habits
3. Equal opportunity for education commensurate with the nation's resources and irrespective of race, sex, color, or creed
4. A home, a school, and a community which respects his individuality, encourages his abilities, and stimulates his interests
5. Satisfying employment
6. A chance for wholesome recreation
7. The opportunity to participate coöperatively in socially significant projects
8. A feeling of security and identity with environment
9. A sympathetic and understanding relationship with competent adults so that life's problems may be effectively met
10. Guidance and counsel in meeting a mate and making a home

Other more specific criteria may be devised to evaluate specific phases of the guidance program. As an illustration of some such criteria, the following materials devised by Dunsmoor and Hoffman<sup>7</sup> are included:

1. Do you have an effective homeroom organization?
2. Do your officers assume their responsibilities seriously and efficiently?
3. Do you insist upon every pupil's carrying out fully the responsibilities assigned to him?
4. Is it a general practice among all members of your homeroom to be in the homeroom at least a few minutes before the tardy bell?
5. Is your homeroom so organized that your pupils could carry on an effective homeroom meeting in your absence?
6. Is your homeroom always ready to start its program of activity promptly on time?
7. Do you carefully and promptly return all reports asked for by the homeroom supervisory officials?
8. Do your pupils make it a special point to see that new members are properly received into the homeroom and are assisted in making satisfactory orientation elsewhere in the school?
9. Does your homeroom know how to receive guests graciously and properly, and how to make your guests feel welcome?
10. Do you use the time of the homeroom period primarily for guidance activities, keeping administrative routine to a minimum?
11. Is the atmosphere of your homeroom one of cheerfulness, friendliness, and good will?
12. Is your homeroom characterized by a spirit of respect and courtesy for each member?
13. Does a spirit of democracy exist among all members of your homeroom?
14. Are your pupils interested in homeroom work, or is their interest assumed or artificial?
15. Does your homeroom provide an atmosphere conducive to the development of originality in your members?
16. Do the members of your homeroom as a group have a wholesome sense of humor?
17. Do you provide a homeroom which will encourage and help pupils to enjoy a satisfactory emotional life?

<sup>7</sup> Clarence C. Dunsmoor and Charles L. Hoffman, "One Hundred and One Challenges to Homeroom Sponsors," *School Activities Magazine*, October, 1936, pp. 65-67

18. Do all members of your homeroom show an attitude of respect for school property and the property of others?

19. Is the physical environment of your homeroom satisfactory, or at least as good as you can make it?

20. Do all the members of your homeroom have a thorough acquaintance with and understanding of their school environment? Do they know the school?

21. Do the members of your homeroom assume responsibilities willingly?

22. Do your homeroom pupils have sufficient interest in homeroom work to initiate good homeroom meetings not provided for in the regular materials?

23. Do all members of your homeroom take at least some pride in their personal appearance?

24. Are good physical attitudes of attention, posture, and poise, constantly observed by the members of your homeroom?

25. Do all members of your homeroom know every other member by name?

26. Do the members of your homeroom regard you as a trustworthy friend to whom they may go in the event of trouble?

27. Do your homeroom members consider you as the logical member of their group to whom they may look for leadership because of your maturity, training, and experience?

28. Do the members of your homeroom consider visitors as interested friends?

29. Is the presence of your homeroom felt as a wholesome influence in the school?

30. Would you be content to have the work of your homeroom serve as a model for other homerooms?

31. Does each program or meeting of your homeroom show evidence of careful thought and preparation?

32. From the materials provided for your homeroom, do you select those which are most suitable to your pupils and to the occasion?

33. Do you keep notes for evaluation of your homeroom meetings, with a view toward improving the materials the next time they are used?

34. Do you have a definite objective, carefully planned and prepared for in each homeroom meeting?

35. Do you carefully motivate each homeroom discussion and program?



36. Do you plan your homeroom meetings in such a way that the pupils feel they have had a share in the planning?
37. Do you adjust the materials of your homeroom meetings to the level of your pupils' abilities?
38. Are your homeroom plans made sufficiently in advance to permit proper preparation?
39. Do you make it a point to inform your pupils in the beginning as to the objectives or aims of the day's homeroom meeting?
40. Do you make specific provisions to encourage participation on the part of the backward or poorer students?
41. Do you give constant attention to the development and maintenance of a strong homeroom morale?
42. Do you require your pupils to put aside all other work during the homeroom period and give undivided attention to the homeroom activities?
43. Does every member of your homeroom have an opportunity to lead the discussion occasionally?
44. Does every member of your homeroom participate in the meeting at least occasionally?
45. Does your homeroom provide ample opportunity for pupils to experience the satisfaction of legitimate accomplishment?
46. Do you justify your procedure in homeroom activities on the basis of its contribution to pupil development?
47. Do you constantly keep before your pupils the value of the homeroom?
48. Do you develop in your pupils a wholesome respect for properly constituted authority?
49. Is the scholarship achievement of your homeroom in keeping with the ability of the group?
50. Are your own habits of speech and courtesy a good example to your pupils?
51. Are your own methods of workmanship and of handling routine duties worthy of emulation by members of your homeroom? Do you set a fine example?
52. Do you use a sympathetic sense of humor in handling your homeroom problems?
53. Are you able to secure the good will and coöperation of every member of your homeroom?
54. Do you keep before your pupils the importance of maintaining the good name of your homeroom by giving tactful criticism and deserving commendation whenever due?

55. Do you encourage the members of your homeroom to assist one another with their problems?

56. Do you consciously teach good sportsmanship—good fellowship as well as good leadership?

57. Do you participate too much or too little in the homeroom discussions and business meetings?

58. Are you giving your homeroom officers enough, but not too much, responsibility?

59. Do you make your homeroom materials a challenge to your pupils?

60. Do you apply best classroom techniques to your homeroom procedure?

61. Do you consciously provide variety in the form of questions and topics?

62. Do you make use of practical illustrations, stories, current events, or personal experiences to vitalize your meetings?

63. Do you tend to emphasize the positive rather than the negative in discussions of school citizenship?

64. Have you developed time-saving techniques for handling the necessary administrative routine of the homeroom?

65. Do you hold regular meetings of your homeroom executive committee?

66. Do you give individual instruction to your officers and program chairmen in order to improve their performance? Are your officers effective?

67. Do you endeavor to keep before your pupils at all times desirable ideals and habits of citizenship?

68. Do your homeroom activities tend to promote altruism rather than selfishness?

69. Do the citizenship attitudes developed in your homeroom tend to promote school unity?

70. Do you consciously plan to develop in your pupils efficient habits of work?

71. Do you provide activities which lead to the development of habits of self-direction in your pupils?

72. Does your homeroom offer actual opportunity to practise many of the standards and patterns discussed?

73. Do the members of your homeroom feel that what is being done is worthy of their attention and effort?

74. Are the discussions of your homeroom characterized by open-mindedness and tolerance?

75. Are the members of your homeroom encouraged to express their own sincere opinions in regard to matters being considered?

76. Do your homeroom officers and members know and observe the fundamental principles of parliamentary procedure?

77. Do the members of your homeroom make their contributions in such manner that they may be clearly heard and understood by all present?

78. Are the members of your homeroom placed in circumstances which require the development of self-reliance and initiative?

79. Do you make it a point to see that every pupil in your homeroom is actively engaged in purposeful effort?

80. Do you attempt to interest pupils in school activities and to encourage their participation in such activities?

81. Do the members of your homeroom support and take part in all activities sponsored by the school?

82. Do you constantly study the membership of your homeroom with a view toward anticipating maladjustment and other problems of the pupils?

83. Do you have a thorough understanding and a sense of appreciation of each of your pupils?

84. Do you have at least some contact with, or information about, the home environment of each of your pupils?

85. Are you doing individual work with each of your problem pupils?

86. Are you constantly on the alert to discover the latent talents of your pupils?

87. Have you checked over each of your pupil's educational and vocational plans to see that they are in keeping with his interests and abilities?

88. Do you rate the members of your homeroom at regular intervals on citizenship attitudes or personality development?

89. Have you studied carefully, and do you make use of, the pupil-interest questionnaires filled out by your homeroom members? Are these used for discussions?

90. Do you keep records on your homeroom pupils which will be helpful to you or their subsequent sponsor in solving their future problems?

91. Do you study the whole development of the pupil as well as his development along specialized lines?

92. Do you make available to other guidance workers in the

school information regarding the members of your group which may be helpful to them in solving pupils' problems?

93. Do you confer with the classroom teacher involved in connection with scholastic or other difficulties which concern pupils in your homeroom?

94. Do you ever seek help from your supervisory officers, or ask them to visit your homeroom?

95. Is your homeroom alert to the good programs and effective methods used in other homerooms of the school?

96. Does your homeroom occasionally invite members of other homerooms to appear on your programs?

97. Does your homeroom occasionally invite the entire membership of some other homeroom as its guest for a homeroom meeting?

98. Do you occasionally use inter-homeroom contests as a means of motivating homeroom work?

99. Do you occasionally hold a meeting devoted to the problem of improving your homeroom?

100. Have you a definite plan for discovering your homeroom problems and providing for their solution?

101. Do you consider it to be of paramount importance to provide in your homeroom a wholesome and happy environment, conducive to the realization and perpetuation of real life values?

#### WHY NOT PERSONNEL SERVICES FOR TEACHERS?

It is interesting but unfortunate to note that in the development of guidance progress the personal problems of teachers have been almost entirely neglected. If, as the authors firmly believe, the teacher is to be the key to a successful program it is essential that the teacher be happily adjusted. Unless teachers themselves experience a functioning personnel program it is difficult for them to work successfully with children.

The administration must assume the responsibility of providing personnel services for the teaching staff. Personal frustrations, health difficulties, social maladjustments, recreational needs, educational problems are all evident when one deals with teachers. It is entirely possible that in the solution of these difficulties rests an important factor in the revitalization of all education.

Specifically, there are several types of service that can be provided:

1. The central administration can indicate a sincere and serious interest in the welfare of teachers.
2. Competent advisory health services can be provided.
3. A library and helpful material can be provided.
4. The guidance specialist can work with individual staff members.
5. More effective personnel records for teachers can be devised.
6. Community resources for teacher growth and normal social life can be organized.
7. Recreational activities and club rooms can often be provided.
8. The principal and other administrators can give some time to the service.
9. In large school systems a teacher personnel director can be employed.
10. The administration can seek constantly to stimulate and enrich the experiences of the teacher.

To date the guidance program in most schools has made a significant contribution to pupil development; the guidance program of the future will make an equally important contribution to teacher growth and teacher satisfaction.

#### THE CREED OF A TEACHER-GUIDE

I must at all times realize that there are no set patterns of human living; that in each case I am dealing with a distinct personality; and that each individual who seeks my advice does so because of a true desire to find help.

I must create an air of confidence so the pupil will feel that he is talking to a friend who will not betray him but will help to solve his problem. It is only when the opportunity is afforded for a frank exchange of ideas that I can work at my best.

I must be sincere and sympathetic. Therefore, I must be genuinely interested in the problems and difficulties of other people. Tolerance is absolutely necessary. Sharing another's point of view with a sympathetic understanding of his hopes, his fears, his failures, and his successes is the foundation stone in the structure of counseling.

I must be able to command the attention and respect of the pupil



in a legitimate manner. Prestige without hostility—respect without awe are essential goals. To eliminate hostility and awe and to instill respect and prestige are necessary to a successful homeroom relationship.

I must be able to use the best techniques: tools that will improve with each experience. They must be adapted to each pupil and to each situation.

I must be intelligently prepared. I must be aware of possible problem areas. Sources of helpful materials must be at my finger tips. The more information that I can gather the more helpful I can become. I should be ever mindful of the theory of alternate goals.

I must complete each contact in such a manner that the student leaves with a feeling that something has been accomplished to help him solve his problem.

I must continue to grow. Out of a sincere attempt to help pupils should come new inspiration and new information. I must consolidate the successes and remedy the imperfections. Each day should bring new difficulties and new stimulation.

I must think of the guidance program as a flexible, growing educational ideal and not as a form of administrative organization. Each new day should bring me closer to the realization of this goal.

I must think of my job as one of the noblest of occupations—that of human engineering. I must always remember that I have a great responsibility and a real opportunity.

### *The Teacher's Morale as a Factor in Guidance*

To develop teacher attitudes of the type indicated in the foregoing creed it will be essential to give more administrative attention to the problem of morale than has been evident in the past. Unfortunately, far too little study has been given to this vital problem in connection with the educational profession. The best practical summary of the points favorable and unfavorable to the development of satisfactory morale to date is the one made by Barr, Burton, and Brueckner<sup>8</sup> in their treatment of the teacher's morale as an important factor in teaching success. Proper administrative handling of these factors

<sup>8</sup> A. S. Barr, W. H. Burton, and L. J. Brueckner, *Supervision* (New York, D. Appleton-Century Co., 1938), pp. 650-652.

is most significant and in many cases definitely essential to the development of a successful plan of pupil guidance by teachers.

### FACTORS INIMICAL TO MORALE

- I. Factors in Community Life
  1. Lack of community respect and coöperation
  2. Lack of opportunity for desirable social life
  3. Lack of comfortable and desirable living quarters
  4. Presence of unnecessary restraints, prohibitions, and interferences with private lives
- II. Factors in Unintelligent Administration and Supervision
  1. Failure to orient new staff members socially or professionally
  2. Failure to invite participation in policy- and plan-making, failure to recognize contributions or good teaching
  3. Failure to maintain consistently a sound defensible policy of administration and supervision
  4. Failure to maintain a sound employment situation
    - a. Selection, appointment, promotion on capricious, personal, or political bases, undeserved appointments and promotions, political interference with technical fitness
    - b. Last-minute assignments and transfers
    - c. Maladjustment of salaries
    - d. Too short contractual periods; insecurity of tenure
    - e. Rapid turnover of both administrative-supervisory staff and teaching group
    - f. Absence of retirement or pension plan
    - g. Restriction or absence of sick leave, of sabbaticals for travel or study
  5. Failure to supply good working conditions: properly constructed buildings; properly equipped rooms, laboratories and playgrounds; proper sanitary facilities; adequate and comfortable retiring rooms for relaxation, etc.
  6. Failure to supply ambitious, enthusiastic, technically adequate professional leadership.

### FACTORS FAVORABLE TO MORALE

- I. Leadership in Community Relationships
  1. Securing community recognition and respect for the school and its workers

2. Providing, in so far as an administration can, opportunities for adequate and desirable social life
3. Aiding in the securing of adequate and comfortable living conditions
4. Minimizing, in so far as an administration can, unnecessary and unwarranted restrictions upon and interferences with private lives

## II. Leadership in Administration and Supervision

1. Maintaining a consistent policy and practice of orienting all new staff members socially and professionally
2. Inviting and providing for continuous participation in policy- and plan-making, recognizing contributions and suggestions
3. Maintaining a consistent and rational policy of administration and supervision, thus making for confidence and security
4. Maintaining a sound employment policy
  - a. Selection, appointment, and promotion on the basis of objective techniques and merit
  - b. Assignments and transfers made with due regard to the difficulties and necessities of preparing for and adjusting to a new situation
  - c. An adequate salary schedule based on principles, reasonably automatic in operation, and with an open top
  - d. Reasonable security of tenure and avoidance of annual elections and contracts
  - e. Elimination of causes of rapid or too great turnover in so far as possible
  - f. A retirement, pension, or annuity plan
  - g. A fair policy of sick leave, reasonable ease of security of sabbaticals for travel or study
5. Supplying and maintaining good working conditions, supplies, extra-instructional facilities, retiring and rest rooms
6. Maintaining a constant and consistent leadership which is ambitious, enthusiastic, and technically adequate.

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# Appendix

## DAVID H. HICKMAN SENIOR HIGH SCHOOL

### SELF-ANALYSIS RECORD

On this and the following pages are several rather personal questions which we would like to have you answer sincerely and to the best of your knowledge (judgment). The purpose of these many questions is to help you to get a real picture of yourself, in short come to know yourself from the standpoint of your strong points and others that may need building up. Your honest and earnest reply to these questions will give both you and your counselors a pretty good start toward helping you discover your special interests and abilities.

#### I.

##### *Personal Data*

Name..... Date.....  
(Last name first)  
Age.... Sex.... Date of Birth..... Grade.....  
Name of Parent or Guardian.....  
Give the occupation of your father.....

#### II.

##### *My Scholastic Record*

1. The subjects in which I make grades *above* average are:.....
2. The subjects in which my grades are *average* are:.....
3. The subjects in which my grades are *below* average are:.....
4. The subjects that I like best are (if possible, give in order).....
5. Why do you like these subjects?.....
6. The subjects I like least are (if possible, give in order).....
7. Why? .....



## III.

*My Study Habits*

*Directions:* Answer every question as honestly as you can by drawing a line under the answer which is nearest the truth.

1. I have a time schedule for most of my waking hours. Yes No
2. I follow the schedule: very closely, closely, fairly well, occasionally, never.
3. When the time comes I start studying immediately: always, sometimes, never.
4. I write down every assignment: always, nearly always, sometimes, never.
5. When I fail to prepare an assignment, it worries me: very much, a good deal, some, none.
6. I should budget my time and allow certain hours for work and certain hours for play because:
  - a. I will not need to study so long.
  - b. A time budget gives a balance between work and play which keeps one alert.
  - c. I will have more time to play.
  - d. A time budget will divide the day equally between play and work.
7. I am doing a good job of studying when I am
  - a. Studying hard for one-half of the time and the other half of the time "wool-gathering."
  - b. Not whispering or causing any disturbance.
  - c. Doing as I am told.
  - d. Keeping my mind directed on my work.

## IV.

*My Relations with Others*

*Directions:* Underline the correct response.

## Section A

1. Do you study at home to avoid certain home duties? Yes No
2. Do you feel restless at home? Yes No
3. Do your parents have you do a great many things that you do not want to do? Yes No
4. Do your parents think that most of your teachers are good teachers? Yes No

5. Are you doing as well in school as your parents think you should? Yes No
6. Do you find friends easy to make? Yes No
7. Do you dislike many of your classmates? Yes No
8. Do you like to work on school activities even though you are not an officer? Yes No
9. Are many of your classmates snobbish? Yes No
10. Do pupils give you all the credit you deserve? Yes No
11. Do you think there are too many rules in school? Yes No
12. Do your teachers usually understand your difficulties? Yes No
13. Do you think that the marks you get depend on the teacher's likes or dislikes? Yes No
14. Do you think most of your assignments are too long? Yes No
15. Do you believe any of your teachers have a wrong opinion about you? Yes No

### Section B

1. Do you think that your examinations are unfair? never, occasionally, frequently, always.
2. Do you feel free to approach your teacher and tell him that his examinations do not seem to test what has been taught? never, occasionally, frequently, always.
3. Do you try to attract attention in class? never, occasionally, frequently, always.
4. Do you volunteer to recite in class? never, occasionally, frequently, always.
5. Do you try to act hardboiled and tough? never, occasionally, frequently, always.
6. Do you enjoy saying smarty things in class? never, occasionally, frequently, always.
7. Do you forget to be thoughtful of older people's feelings? never, occasionally, frequently, always.
8. Do you enjoy playing mean tricks on others? never, occasionally, frequently, always.
9. Do you enjoy reciting in class? never, occasionally, frequently, always.
10. Do you enjoy bullying or teasing younger pupils? never, occasionally, frequently, always.

## V.

*My Hobbies or Leisure-Time Activities*

Below is a list of things that people sometimes do during their leisure time. Place a check (✓) in front of the activities that you enjoy. Place two checks (✓✓) in front of those you enjoy most. Place a question mark (?) in front of those activities that you have not participated in. Place a minus (—) in front of those activities that you do not enjoy, and a plus (+) in front of those you would like to know more about.

- |   |   |
|---|---|
| 1. . . . Books of adventure                     | 16. . . . Going to Sunday<br>School         |
| 2. . . . Detective stories                      | 17. . . . Being with people                 |
| 3. . . . Poetry                                 | 18. . . . Scouting or Camp<br>Fire          |
| 4. . . . Reading history (or<br>social science) | 19. . . . Parties                           |
| 5. . . . Romantic stories                       | 20. . . . Auto driving                      |
| 6. . . . Leather                                | 21. . . . Radio programs                    |
| 7. . . . Wood-carving                           | 22. . . . Band concerts                     |
| 8. . . . Needle work                            | 23. . . . Playing a musical in-<br>strument |
| 9. . . . "Building things"                      | 24. . . . Movies                            |
| 10. . . . Modeling with clay<br>or soap         | 25. . . . Lectures                          |
| 11. . . . Working puzzles                       | 26. . . . Sports (baseball, etc.)           |
| 12. . . . Drawing                               | 27. . . . Dancing                           |
| 13. . . . Collecting stamps                     | 28. . . . Games (as checkers,<br>etc.)      |
| 14. . . . Photography                           | 29. . . . Hiking or Camping                 |
| 15. . . . "Making things"                       | 30. . . . Fishing or hunting                |

## VI.

*My Personal Nature*

Among the desirable traits listed below place a plus (+) in front of the ten in which you think you are the strongest. Then underline the two in which you are strongest from the ten you have already indicated. Place a minus (—) before the four in which you are weakest.

1. . . . Accuracy	13. . . . Honesty	21. . . . Patience
2. . . . Ambition	14. . . . Informa- tion	22. . . . Persistence
3. . . . Adaptability	15. . . . Imagination	23. . . . Quickness
4. . . . Cheerfulness	16. . . . Industrious- ness	24. . . . Reasoning
5. . . . Concentra- tion	17. . . . Leadership	25. . . . Resourceful- ness
6. . . . Courtesy	18. . . . Loyalty	26. . . . Self-control
7. . . . Dependabil- ity	19. . . . Memory	27. . . . Self-reliance
8. . . . Effective- ness of Speech	20. . . . Neatness	28. . . . Tact
9. . . . Enthusiasm		29. . . . Thoroughness
10. . . . Friendliness		30. . . . Initiative
11. . . . Good judg- ment		
12. . . . Health		

*Do Not Write in This Space*

*Strongest*

*Weakest*

## VII.

### *My Work Interests*

- A. Give the occupation of acquaintances or relatives whose work has interested you.

<i>Occupation</i>	<i>Relation of person to you, if any</i>
1. . . . .	
2. . . . .	
3. . . . .	

- B. Types of work best liked.

The following statements may help you to determine the type of work you would like to do best. Check (✓) one in each pair.

Independently	or under supervision
Inside	or out-of-doors
With large groups	or with small groups
With people	or with things
Head work	or hand work
Selling	or producing
Work requiring effective speech	or work requiring skilled hand
Work requiring accuracy	or work requiring initiative

### C. Occupational Interests.

1. If possible, list in order the two or three occupations you are most interested in following:

a. .... b. .... c.

2. Please check each factor in the list below which influenced you in making a choice. Place a (1) in front of all the factors that influenced you in selecting your first choice. Place a (2) in front of all the factors that caused you to make your second choice.

- ... 1. The work is easy.
- ... 2. I like this kind of work.
- ... 3. My parents want me to enter this field.
- ... 4. I have a friend in this work.
- ... 5. I think I have the special ability needed for this particular kind of work.
- ... 6. This field is not overcrowded.
- ... 7. I read about this work.
- ... 8. Some of my teachers have suggested the occupation to me.
- ... 9. The pay is especially good.
- ... 10. I have observed this work.
- ... 11. It is a white-collar job.
- ... 12. The hours are short.
- ... 13. I have a chance to learn this kind of work.
- ... 14. I possess the native capacities and traits desirable.
- ... 15. I especially admire a person in this work.
- ... 16. If there are other reasons, list here .....

### 3. My first choice and my abilities.

Think of the occupation that you have indicated as your first choice. What are the abilities that are necessary for success in this particular occupation? Indicate by drawing a line under the answer you think is best.

1. Ability to get along with people  
very little, some, average, above average, a great amount
2. Ability to write good English  
very little, some, average, above average, a great amount
3. Ability to speak forcefully  
very little, some, average, above average, a great amount
4. Ability to follow directions  
very little, some, average, above average, a great amount



5. Ability to organize  
very little, some, average, above average, a great amount
6. Ability to attend to details  
very little, some, average, above average, a great amount
7. Ability to do accurate work  
very little, some, average, above average, a great amount
8. Ability to remain cheerful  
very little, some, average, above average, a great amount
9. Superior mental ability required  
very little, some, average, above average, a great amount
10. Superior mechanical ability required  
very little, some, average, above average, a great amount

Now go back over the last ten statements and place an (x) under that answer which best indicates the amount of abilities you can develop if you enter the occupation.

4. Write a summary to your vocational counselor which will tell about the occupation you are now most interested in following:

.....  
 .....  
 .....  
 .....

5. Have you talked to any of the following about your life work?

- |                                   |     |    |
|-----------------------------------|-----|----|
| a. With your homeroom adviser     | Yes | No |
| b. With your subject teacher      | Yes | No |
| c. With your director of guidance | Yes | No |
| d. With your school principal     | Yes | No |
| e. With your father or mother     | Yes | No |

6. What occupation would your parents like to see you follow?  
 ..... Why? .....

D. Plans for the future.

1. Do you plan to complete high school? Yes No
2. Do you plan to complete a college course? Yes No
3. The chief reason why I should stay in school is: Check (✓) one:
  - a. .... I have been told to get an education.
  - b. .... I enjoy the school assemblies.
  - c. .... I am taking part in athletics.
  - d. .... I want to become fitted for a useful life.

- e.* . . . . I cannot stop because the law will not allow me to do so.
4. The chief purpose of education is: Check (✓) one
- a.* . . . . To help people make more money
  - b.* . . . . To keep children out of the streets
  - c.* . . . . To prepare for easy work
  - d.* . . . . To teach every one how to read
  - e.* . . . . To prepare people better for their life activities
5. I should give careful attention to the choice of my life work because: Check one (✓).
- a.* . . . One must decide on their life work while in high school.
  - b.* . . . If I make a choice now, I will not need to change my plans.
  - c.* . . . I want to make a choice as early as possible, in the interest of early preparation, and as late as possible in the interest of certainty.
  - d.* . . . I am sure to be more successful if I decide now.
6. In choosing my life work I should consider: Check (✓) one that you think is most important.
- a.* . . . The amount of social prestige that the occupation carries
  - b.* . . . My fitness for the work
  - c.* . . . The first year's pay
  - d.* . . . The number of hours I will work each week
7. Are you interested in talking over your plans for the future?
- |                                      |     |    |
|--------------------------------------|-----|----|
| <i>a.</i> With your homeroom adviser | Yes | No |
| <i>b.</i> With director of guidance  | Yes | No |
| <i>c.</i> With your school principal | Yes | No |

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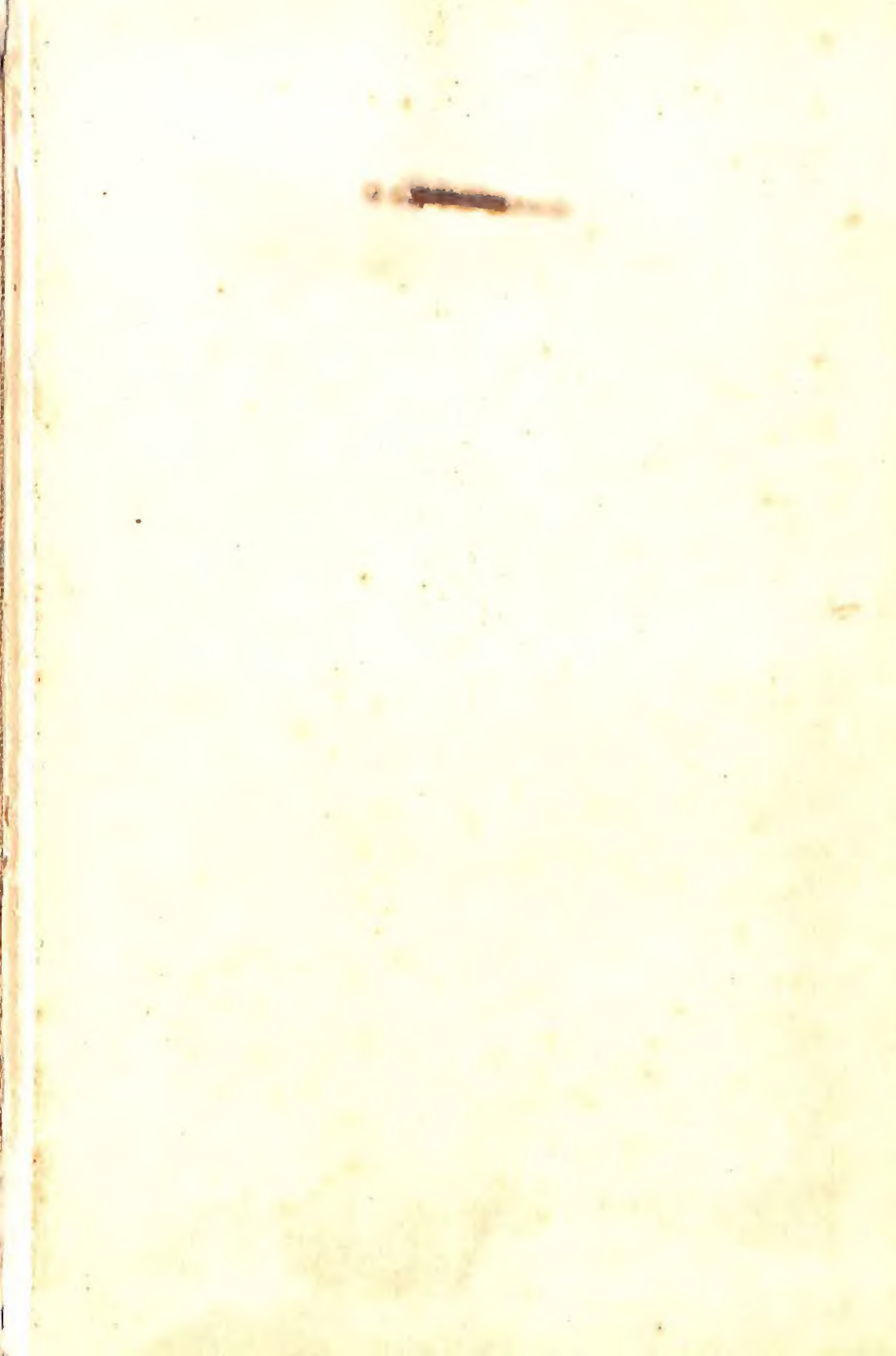
*Youth Education Today*, quoted, 18-19, 39

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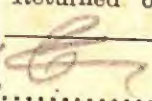




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